



PETTERIL BANK COMMUNITY SCHOOL Special Education Needs and Disabilities (SEND) Policy

Introduction

This policy outlines the framework for Petteril Bank Community School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

In our school we believe that every teacher is a teacher of every child including those with SEND. This policy was developed in consultation and it reflects the SEND code of Practice, 0 -25 guidance.

Petteril Bank Community Primary School therefore intends to work with Cumbria Local Authority and within the following principles, which underpin this policy:

- 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 SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

Mrs J Hodgkins is the SEND Co-ordinator (SENCo) and Miss Woods is the deputy SEND co-ordinator and is working towards the National Award for SEN (NASENCo) and is a member of the Senior Leadership Team.

Aim

At Petteril Bank Community School we aim to be an inclusive school. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Petteril Bank Community School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that

meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Defining SEND

The 2014 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or he from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

(2014 SEN Code of Practice: 0 to 25 Years)

Code of Practice 2014

There will no longer be statements of SEN issued by the Local Authority as Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth-25 years. (We have been advised that children in transition year groups will be transferred to an EHC plan this school year. Children in other year groups will remain on statements of SEN for the Year 2015/16).

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

Categories of SEND

There are four broad categories of SEND:

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

We have children in all these categories of SEN.

Behaviour is not classified as a SEND. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process.

If parents and school are concerned that the child's behaviour may be caused by a mental health need, we encourage parents to ask their GP for a referral to CAMHS. All children's behaviour is responded to consistently in line with our Whole School Behaviour Policy, which is reviewed annually by the Governors. However, reasonable adjustments are made to accommodate individual needs.

Roles & Responsibilities

The Governor with particular responsibility for SEND is Mrs V Cromar. She meets with the SENCo at least once a year to monitor SEND policy and practise.

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEN when drawing up policies that affect them.
- Identify, assess and make SEN provision for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Designate an appropriate member of staff (the SEN co-ordinator or SENCO) as having responsibility for co-ordinating provision for pupils with SEN
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

The Headteacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SEN Coordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment. (If new to the role)
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND. Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.

Class / subject teachers must:

- Provide quality teaching first in response to SEN.
- Plan and review support for their pupils with SEN, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

Identification, Monitoring & Tracking

Identifying children at SENS (SEN Support)

Class teachers are continually monitoring the progress of all children. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

Where children are identified as not making sufficient progress this is discussed with the SENCo and a plan of action is agreed.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or some other disability. All children are closely monitored, and their progress tracked each term.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or an informal meeting will be arranged to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.
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This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2014.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents and children are invited to a meeting twice a year to review progress made, set targets and agree provision for the support plan.

Recording Information for Children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- IN Early Years a Learning Journey is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- Children in year 1 - year 6 have an Individual Support Plan, which records specific and challenging targets for the children to achieve and provision to support the child to achieve these targets.
- At least termly the teacher assesses progress made towards each of the targets.

Additional Professional Support

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively.

We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Some support staff have expertise and training in specific areas of SEND. (See School's Local Offer.)

Additional expertise is provided by the Local Authority or the NHS. This includes access to Educational Psychologists, Advisory Teachers and medical specialists.

If we feel we need additional support to meet a child's needs we will request the advice of other services. In order to do this a SEND Early Help Assessment will need to be completed collaboratively by school and parents.

Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

The child has a disability which is lifelong and which means that they will always need support to learn effectively

The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher. Teachers and or Teaching Assistants aim to spend time each day working with all children with SEND, individually or as part of a group.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the Intervention, and by the SENCo who monitors overall progress after the intervention. The SENCo monitors interventions to identify which are most effective.

Adaptations to the Curriculum Teaching and Learning Environment

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc by ensuring classrooms are

uncluttered and tidy. This is good practice to support all children, but is vital for those with specific sensory difficulties.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Transfer/Transition Arrangements

Transfer within school -

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, as smooth as possible. This may include, for example:

Additional meetings for the parents and child with the new teacher

Additional visits to the classroom environment in order to familiarise children with their new Environment

Transition to Secondary School -

Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils with EHCP's or Statements are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Cumbria's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Cumbria's Local Offer is available from the website:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

Monitoring and review

The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of this policy. The policy will be reviewed every year and adjustments may be made to reflect parent views and recent information from other agencies.

This policy was reviewed and maintained in light of all the current changes at the Governing body meeting on 19th May 2016

Date of next review May 2017

Signed _____ (On behalf of the Governing Body)