



# Treales CE Primary School

## SEND Policy

Last Updated	<b>March 23</b>
Updated by	<b>L Hill</b>
Approved by Governing Board	<b>March 23</b>
Date to Review	<b>Sept 23</b>

This SEND policy is a key document to support the finest inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their full potential and best possible learning outcomes and engage successfully in all aspects of the wider school community.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teacher Standards

The policy is available on our website or hard copies are available from the school office. Our Special Educational Needs & Disabilities Coordinator (SENDSCO) takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving SEN support. Our SENDSCO also contributes to the strategic development of SEND provision.

Our SENDSCO is Mrs L Hill and she can be contacted via email or through the school office: [head@treales.lancs.sch.uk](mailto:head@treales.lancs.sch.uk)

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

### Introduction

Treales CE Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. Children with SEND are valued, respected and equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENDSCO and all other members of staff have important responsibilities.

### Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education and care. We aim to provide every child with a broad and balanced education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of every child.
- Create an environment in which all individuals are valued, show mutual respect for one another and where they are allowed to grow in self-esteem.
- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision.
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those children with a disability so that they have good access to the curriculum and wider school learning environment.
- To work in close partnership with parents, Lancashire Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing provision.

- Provide appropriate teaching which makes learning challenging, enjoyable and successful.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers, professionals and school staff are aware of the pupil's progress and the Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible. This enables staff to ensure that appropriate action is taken to support the child as soon as possible.
- Enable pupils with special educational needs to make the greatest progress possible and recognise, value and celebrate pupils' achievements no, matter how small.
- Work towards developing expertise across the school, in using inclusive teaching and learning strategies.

### Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Ensure that staff members seek to identify the needs of children with SEN as early as possible. This is most effectively done by, gathering information from parents, education, health and care services as well as early years' settings prior to the child's entry to 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 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 coordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that targets are being met and that all pupil's needs are being catered for.
- 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 and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include. Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists, Pediatricians, Physiotherapists, Occupational Therapists etc.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals.

### A Graduated Approach to SEN Support

Our school is committed to early identification, in order to meet the needs of children with SEN. 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. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, Phonics Screening, SATs or the use of PIVATS. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. This level of support is termed Additional Support.

If subsequent intervention does not lead to adequate progress, then the teacher will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing.

Where external agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENDCO will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

#### ASSESS:

The teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

#### PLAN:

Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

#### DO:

The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

#### REVIEW:

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEND and disability. It

is reviewed annually. The level and type of provision decided on for individual pupils, is that which is required to meet the planned outcomes. The SENDCO in collaboration with the Headteacher and the Bursar, monitors the cost of provision made through provision mapping.

### Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. Previously these were called Statements of Special Educational Need.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's Individual Education Plan / Individual provision map
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information (where relevant)
- EYFS tracking, National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a statutory assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/carers and child
- the school
- an Educational Psychologist
- health (Paediatricians, Speech and Language Therapy, Occupational Therapy, CAMHS etc)
- social care
- anyone else that parents/ carers request
- a specialist teacher, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.lancashire.gov.uk](http://www.lancashire.gov.uk)

### Criteria for exiting Special Educational Provision (SEP)

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

### Supporting pupils and families

Lancashire County Local Authority's Local Offer can be found at [www.lancashire.gov.uk](http://www.lancashire.gov.uk) This policy forms part of the school's SEND Information Report.

Treales CE Primary School is committed to working closely with parents and a number of initiatives to develop closer working relationships are in place. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), including the former Parent Partnership Service (now called SENDIASS), and are supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and SENDCO. Parents are encouraged to be involved with target setting for Individual Pupil Passports. Some home activities may be provided. Parents and pupils are invited to target setting meetings and also to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves.

Medical issues are first discussed with the parents/carers. If support is required, the school nurse will be contacted. The child may then be referred for further assessment through his/her GP.

The Educational Welfare Officer may visit school if needed, to offer advice. If a teacher is concerned about the welfare of a child, they should consult the SENDCO and/or Headteacher as Designated Safeguarding Lead.

Depending on the special educational needs of children different agencies may be involved e.g. Occupational Therapist, Speech and Language Therapist, Physiotherapist, Psychiatrist, CAHMS, Specialist Teacher (through the SEND Traded Team) or the Traveller Service.

The school's Safeguarding and Child Protection Lead is the Headteacher Mrs L Hill. Mrs J Winn is the Deputy Safeguarding and Child Protection Lead.

The School's Child Protection Governor is \$\$\$\$\$\$\$\$\$\$

Admissions

Pupils with special educational needs will be admitted to Treales CE Primary School in line with the school's Admissions Policies. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings and home visits to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

In the case of a pupil joining the school from another school, Treales CE Primary School will seek to ascertain from parents whether the child has any special education needs and will access records from the previous school as quickly as possible. If the school is alerted to the fact that a child may have a difficulty with, or barrier to, their learning, we will do our best to collect all relevant information and plan an individualised, differentiated curriculum as soon as possible.

The Admissions Policies are available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENDCO will meet with the SENDCO of the receiving school to discuss SEN records and the specific needs of individual pupils.

Training and resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Regular contact between class teachers and the SENDCO is essential to ensure that needs are being met. Teaching assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors also ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teaching assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils

in line with their Statements/EHCP and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher and / or the SENDCO.

The SENDCO will keep abreast of current research and thinking on SEN matters.

The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of SEND provision.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

### Roles and Responsibilities The Governing Body

The SEND Governor, ££££ will support the Governors to fulfil their statutory obligations by ensuring:

- The SEND Governor meets regularly with the SENDCO to discuss progress with SEND issues. Discussions may also be shared at the Curriculum Committee.
- A report is presented on a termly basis by the SENDCO to the full governing body. This outlines the overall picture of SEND within school and progress with SEN issues. The effectiveness of the SEND Policy is also discussed and any significant changes to the Policy highlighted and reasons given to explain these changes.
- The SEND Policy is reviewed annually, including the Action Plan.
- The school prospectus and SEND information report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCO, the Special Needs Governors and Staff to ensure the effective day-to-day operation of the school's Special Educational Needs and Disability Policy. The Headteacher and the SENDCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

### The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

This responsibility is held by Mrs L Hill. The SENDCO is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs and / or disability
- liaising with parents of children with special educational needs
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IEPs are written and that reviews take place.

### Role of Class Teacher and Support Staff

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. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCO to formulate and review IEPs and to maintain a class SEND file that is kept in the classroom for reference by staff, including supply staff and students as appropriate.