



Swillington Primary School Special Educational Needs and Disability Policy

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POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

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SEN Governor: Ms Miriam Watson-Pratt

At Swillington Primary School and The Brigshaw Learning Partnership we value all of our pupils and ensure that they are seen as individuals with differing interests, knowledge, skills and needs. We have an inclusive ethos and strive to increase the learning and participation of all pupils, ensuring access to an appropriate curriculum. SEND is seen as a whole school issue, hence the responsibility of everyone. Every teacher is a teacher of every young person including those with SEND or any other additional need. We work closely with our children, families and a wide range of professionals to ensure the best possible educational outcomes.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 (July 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 Policy
- Accessibility Plan
- Teachers' Standards 2012

Definition of Special Educational Needs

A child of compulsory school age or a young person has a **learning difficulty or disability** if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age;
or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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.

Aims and Objectives

The aims and objectives of our SEND policy relate directly to those of our school. We endeavour to be a fully inclusive school, raise the aspirations and expectations for all pupils including those with SEND. We focus on the personal and educational outcomes and recognise that children learn and progress at varied rates. We ensure that:

- This policy works within the guidance provided in the SEND Code of Practice, 2014.
- All pupils are entitled to access a broad, balanced and relevant curriculum whatever their individual needs may be.
- All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- The needs of SEND pupils are met by providing continual and appropriate forms of extra support or additional provision by the effective use of all available resources to remove their barriers to learning, calling for the support of specialist external expertise where needed.
- All governors, staff, pupils and parents are aware of procedures and provision available in school.
- The environment fosters close partnerships with the children and their parents/carers.
- All staff have appropriate training to teach pupils with SEND and have a range of strategies and resources to meet the need of pupils.
- All pupils with SEND are fully included in the educational and the wider life of the school.
- We promote children's self-esteem and emotional well-being, helping them to form and maintain worthwhile relationships based upon respect for themselves and others.

Identifying Special Educational Needs and Disabilities

As a school we identify the needs of pupils by considering the holistic needs of the child, not just the special educational needs. The SEND Code of Practice (DfE 2014) describes four broad categories of need. These are:

- **Communication and Interaction**
This includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning**
This includes children who demonstrate features of moderate, severe, profound or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health**
This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs –**
This includes children with sensory, multisensory and physical difficulties.

Nasen Guidelines 2014: Many factors impact on a Child's progress and attainment, but do not necessarily mean they have SEND and should not be automatically lead to a pupil being registered as having SEN. i.e.: • Behavioural difficulties, Persistent disruptive or withdrawn behaviours • Slow progress and low attainment • EAL, though, identifying and assessing SEN in this area requires particular care. • Looked after Children • Pupil Premium Grant

These four areas give an overview of the range of needs that should be planned for. They recognise that children learn and progress at varied rates and that, where necessary, specialist expertise should be sought to help children achieve their potential.

Provision for SEN

The Code of Practice outlines a graduated response to pupils' needs recognising that there is a continuum of need matches by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A Graduated Approach to SEN Support

At Swillington Primary School we ensure all pupils have **High Quality First Teaching**. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. The Senior Leadership team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. All vulnerable learners will be included on a detailed whole school provision map which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupil's identified needs
- Audit how well provision matches needs
- Recognise gap in provision
- Highlight repetitive or ineffective use of resources
- Demonstrate to all staff how support is deployed
- Inform to Academy, parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole school issues on Learning and Teaching

1. Assess

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. At this stage, the pupil will be placed on the SEND register as a means of recording and monitoring the provision put in place for them.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (with parental agreement).

2. Plan

All pupils identified as requiring additional SEND provision will be placed on the SEND register to highlight their needs to staff and parents will be formally notified. The SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All outcomes will reflect the high expectations for all pupils including those with SEND. An individual programme of provision will be drawn up and will be shared with parents at parent consultation evenings or at reviews with the SENCO. This will also be recorded on the school's provision map and shared with all staff working with the pupil. The pupil's progress will be closely monitored throughout and parents will be informed and consulted.

3. Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will continue to support the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This may involve referring to other professionals if additional assessment and advice is needed.

Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

At Swillington Primary School we believe 'behaviour' as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour is recognised as underlying negative response to an existing need. The school has a robust approach to supporting children who require social and emotional provision. For example:

- Lunchtime adult leaders to support unstructured time
- Year 6 Play Leaders at lunchtimes to support play in Key Stage 1
- Nurture groups tailored to meet the need of the child
- Learning mentor support
- Assigned key adults for pastoral care such as mentoring

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets and success criteria. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting
- Self-review progress and set new targets
- (For some pupils with special educational needs) monitor their success at achieving the targets on their individual plan.

Roles and Responsibilities

At Swillington Primary School the Senior Leadership Team (including the SENCO) and the Local Governing Body are responsible for the monitoring and reviewing of provision for SEND in school.

. The key responsibilities of the SENCO are:

- To oversee the day-to-day operation of the school's SEND policy.
- To monitor, evaluate and review provision for SEND.
- To assist with, and advise on, the teaching and assessment of children with SEND.
- To enable early identification of children with SEND, through meeting with class teachers, monitoring data and observing and assessing children in the classroom.
- To provide a link between school and outside agencies, make contact with these agencies and attend meetings when necessary.
- To ensure that the school's SEND register and provision map are updated regularly.
- To ensure individual programmes of provision are written and reviewed regularly.
- To meet with parents and pupils to discuss concerns and support needs and progress.
- To liaise regularly with the SEND Governor and provide an annual report to governors.
- To organise annual and termly review meetings.
- To lead staff development for teachers and support staff to enable them to develop skills for teaching and identifying children with SEND.

The key responsibilities for the Headteacher and Senior Leadership Team are:

- To have overall responsibility for the provision and progress of learners with SEND within the school.
- To work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in school.
- To allocate roles and responsibilities to staff so the special needs are met.
- To work closely with the SENCO to monitor, evaluate and review the provision for SEND children.
- To hold progress meetings with class teachers.

The key responsibilities for the SEND Governor are:

- To help raise awareness of SEND issues at governing body meetings.
- To monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- To work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The key responsibilities of Class Teachers are:

- To ensure all children in class have access to a broad, balanced and rich curriculum.
- To provide learning experiences which are appropriate to the needs of each individual child.
- To monitor progress of their pupils and identify which children are not making adequate progress.
- To liaise with the Leadership team about children's progress, and raise concerns with the SENCO if a child needs additional support.
- To know which pupils in their class are on the SEND register and their level of need.
- To provide regular updates for parents and contribute to the review process.

- To write individual programmes of support for pupils identified as having a special educational need and/or disability and be involved in the review of these documents each term.
- To ensure LSAs are supporting pupils in their class, as directed.

The key responsibilities of Learning Support assistants are:

- To carry out activities and learning programmes, as directed and planned by the class teacher.
- To raise concerns about a child's progress or needs with the class teacher and the SENCo.
- To keep a record of any additional support work, stating frequency and with whom any interventions have been carried out.
- To discuss the progress and success of interventions regularly with the class teacher.
- To support children's needs in school as directed by the class teacher.
- To attend INSET and courses where appropriate.

Admission Arrangements and Transition

The admission arrangements for all pupils are in accordance with national legislation and are outlined in the school Admissions Policy. This includes children with any level of SEND; those with an Education Health Care (EHCP) Plan and those without.

All SEND paperwork should be passed to the SENCO as soon as possible. If a child is making a transition from another school or from nursery to reception class, a meeting will be set up, where possible between the feeder school and the receiving school to aid a smooth transition.

The school will do its best to ensure that necessary provisions and preparations are made prior to the start of the child's school year. The child will be closely monitored to ensure the appropriate provisions are in place.

Support for coming to terms with moving on will be carefully planned and will include familiarisation visits and mentoring. Pupils will be included in all 'class transition days' to the next phase but may also be offered additional transition visits. Swillington Primary School also offers 'Transport Training' to ensure that our more vulnerable pupils understand about 'stranger danger', the Green Cross Code and being safe on pupil transport.

Pupils and parents will be encouraged to consider all options for the next phase in education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Facilities for Pupils with SEND / Accessibility

The school building provides good facilities for children with additional needs. The school building is fully accessible to wheelchair users and there is a disabled toilet and care suite with a hoist within the Key Stage 2 hub. In addition, we have designated areas for mentoring and small group work. We are aware that the structural build of the school is not compatible with all disabilities (for example, those with hearing impairments or sensory issues) but where needed we will put in reasonable adjustments to suit the requirements of the individual children.

Supporting pupils at school with Medical Conditions

Swillington Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school 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 pupils may also have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan which would bring together health and social care needs, as well as their special educational provision to meet their needs, which need to be considered and provided for within the school setting.

Allocation of Resources for Pupils with SEND

Resources for SEND are allocated from the school's annual budget. All pupils with SEND have their needs reviewed regularly to ensure that resources are being deployed effectively.

If it is deemed necessary, the school may apply for Funding For Inclusion (FFI) for individual children. Leeds City Council have issued guidance on such applications and the SENCO will follow the set criteria for applications. The funding, if allocated, will be used to ensure the individual child has access to the curriculum and that appropriate provision is put in place.

Referral for EHC Plan (Education, Health and Care Plan)

If a child has lifelong or significant difficulties, they may undergo an EHC Plan process. This can be requested by the school or by the child's parent/s. An application will be made to the Local Authority who will gather information about the child's needs and the provision that has already been put in place for them.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- School staff
- Health Professionals
- Other agencies involved with the child.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

- a. Following the Assessment, an EHC Plan may be provided by the Local Authority. If it is decided that the school cannot provide for the child's needs on its own, the school and the child's parents will be consulted before the decision is made.
- b. Parents have the right to appeal against a decision either for or against a statement of special needs for their child.
- c. Once the EHC Plan is completed it will be kept as part of the pupil's formal record and reviewed 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.

Criteria for exiting the SEND Register

If it is felt that a pupil is making progress which is sustainable, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off 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 procedures outlined in this policy.

Working in Partnership with Parents

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

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are met and set effectively

We endeavor to foster effective communication with parents and make them welcome in our school. The school welcomes feedback from parents all year round and parents can make appointments to speak to any member of staff, including the SENCo, throughout the year for any reason.

In cases where more frequent, regular contact with parents is necessary, this will be arranged based on individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the Leeds SEND Advice and Support Service (sendiass@leeds.gov.uk), 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.

Links with Other Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

Swillington Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with such agencies.

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Complaints

Should a parent or carer have a concern about the additional provision made for their child, they should, in the first instance, discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. The BLP Complaint Policy is published on the BLP and school website.

Links to other Services

Effective working links will also maintained with:

Complex Needs Team

<http://www.leeds.gov.uk/residents/Pages/Welcome-to-Leeds-City-Council-complex-needs-service.aspx>

Contact: children.leeds@leeds.gov.uk

Educational Psychology Service

<https://www.leeds.gov.uk/residents/children-families-and-carers/schools-and-learning/educational-psychology>

Contact Number: 0113 378 5163

See Local Offer website below for contact details in relation to High Needs Funding Applications and Education Health Care Plans

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.