

Pownall Green Primary School

Special Education Needs and Disabilities Policy

Love learning, love life!

Aligned staff: Inclusion Coordinator (Nina Nikolaides)

Aligned governor: SEN Governor (Fiona Bates)

Policy reviewed: September 2019

Next Review: November 2020

This policy should be read alongside the current Inclusion Development Plan, the School Offer (SEN Report), and other policies of the school, particularly:

Teaching and Learning Policy
Behaviour Policy
Planning, Assessment and Reporting Policy
Medical Conditions in School
Risk Assessment Policy

SPECIAL EDUCATIONAL NEEDS AIMS AND OBJECTIVES

- ◆ To provide a clear framework for the implementation of the SEND Code of Practice.
- ◆ To identify and assess children with SEND as early as possible.
- ◆ To make appropriately differentiated provision for those pupils with special educational needs or disabilities within the existing curriculum framework and all aspects of school life, whenever possible and appropriate.
- ◆ To support the development of all members of staff in their responsibility to meet the needs of children with special educational needs or disabilities and to work with parents/carers in delivery of this support.
- ◆ To provide regular opportunities for teachers to discuss the needs of pupils with parents/carers, Headteacher, Inclusion Coordinator (InCo), and outside agencies where and when appropriate.
- ◆ To promote the self-esteem, confidence and independence of pupils with special educational needs or disabilities.
- ◆ To identify and promote their strengths and make specific plans to address their areas of difficulty.
- ◆ To review the effectiveness and the provision of the SEND policy and practice at regular intervals.

DEFINITION OF SPECIAL EDUCATION NEEDS

Pownall Green School adheres to the 2014 Code of Practice definition:

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- 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 in mainstream schools or mainstream post-16 institutions*

FUNDAMENTAL PRINCIPLES

- ◆ The needs of a child with SEND should be identified and appropriate strategies should be implemented to meet their need(s).
- ◆ The needs of a child with SEND change over time – the school should monitor needs and adapt provision as necessary.
- ◆ The special educational needs of children will normally be met within the mainstream school or setting.
- ◆ All staff should have high aspirations for pupils with SEND, focussing on enabling pupils to make the best possible progress. They should continually strive to increase the independence and resilience of every pupil with SEND, so that they are well prepared for their future.
- ◆ The support for pupils with SEND should take the form of a four-part cycle: Assess, Plan, Do, Review (the Graduated Approach).
- ◆ The views of the pupil and her/his parent(s)/carers should be central to the Graduated Approach cycle.
- ◆ Parents/Carers have a vital role to play in supporting their child's education.
- ◆ Successful integration and inclusion is essential and critical to the child's wellbeing, attainment and progress.
- ◆ Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

CRITICAL SUCCESS FACTORS

- ◆ This school makes effective use of delegated funding and additional resources.
- ◆ This school ensures any child's special educational needs are identified early.
- ◆ This school exploits best practice when devising appropriate provision.
- ◆ The views of the child are taken into account in the light of his/her age and understanding.
- ◆ Special education professionals and staff at this school work in partnership with parents/carers, taking into account their views in respect of their child's particular needs.
- ◆ Provision for each child is reviewed regularly, using the Graduated Approach cycle of Assess, Plan, Do, Review. The child's progress and the views of the child, their teachers and their parents/carers are regularly considered.
- ◆ There is close co-operation between all the agencies concerned and a multi-agency approach to the resolution of issues, where appropriate.

STATUTORY DUTIES AND RESPONSIBILITIES OF THE SCHOOL

Pownall Green, in line with Stockport LA, has a duty to ensure that the Special Educational Needs (SEN) of each child are met in accordance with relevant legislation and statutory regulations and in the spirit of any guidance issued by the DCSF, having due regard to the SEND Code of Practice 2014.

SEND Governor(s)

- ◆ Ensure that, the 'responsible person' – the Inclusion Coordinator or Head Teacher, can give up-to-date information about pupils with SEND to all who are likely to teach them.
- ◆ Teacher awareness of SEND pupil requirements is a whole school responsibility. The SEND Governor should support this.
- ◆ Review curriculum access for SEND pupils and its effectiveness.
- ◆ Governor briefs Curriculum Policy Committee on SEND.
- ◆ Policy is determined by the Head Teacher and Inclusion Coordinator advised by LA and supported by SEND Governor.
- ◆ Consult the LA and the governing bodies of other schools, when it seems to be necessary and/or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ◆ Ensure that a pupil with SEND has access to the curriculum and all aspects of school life together with pupils who do not have SEND, so far as is reasonably practical, safe and appropriate to their needs, and the effective education of the pupils with whom they are educated.
- ◆ Have regard to the Code of Practice when carrying out its duties toward all pupils with SEND.
- ◆ Ensure that parents are notified of a decision by school that SEND provision is being made (or is no longer necessary) for their child.

Additionally, SEND Governors will:-

- ◆ Determine the policy for SEND, including staffing and funding in co-operation with the Headteacher.
- ◆ Monitor the effects and implementation of the SEND policy.

Head Teacher

- ◆ Ensure that the SEND policy is being administered effectively and efficiently within the school.
- ◆ Report to parents on the implementation of the school's policy for pupils with SEND and ensure parents are notified about school and LA decisions.
- ◆ Keep the governing body informed about SEND issues.
- ◆ Has overall responsibility for SEND and deals with any day to day issues related to SEND.

Inclusion Coordinator

- ◆ Write and disseminate the school's SEND policy, ensuring that the principles and procedure of the Code of Practice are implemented.
- ◆ Oversee the day-to-day operations of the school's SEND Policy.
- ◆ Keep abreast of current developments in SEND and inform staff accordingly.
- ◆ Review the school's accessibility practices in relation to meeting SEND with agencies supporting individual children with SEND as needed.
- ◆ Attend relevant training and continue to develop SEND expertise, knowledge and understanding.

- ◆ Liaise with other school's SENCOs to ensure continuity of provision across the curriculum and between schools.
- ◆ Advise and assist and identify the training needs of colleagues (both teachers and teaching assistants) on aspects of SEND as appropriate. Organise and lead SEND inset training for all staff as and when necessary in accordance with the school's development plans.
- ◆ Maintain central records of school files for children named on the SEND register, and ensure that each class's SEND file is kept up to date.
- ◆ Keep a current, accurate and confidential register of children with SEND and update this twice yearly or as children are added to or removed from the register.
- ◆ Assist class teachers to set up and administer Individual Education Plans (IEPs) for children on the SEND Register.
- ◆ Arrange reviews for children who have EHC Plans, inviting all relevant personnel.
- ◆ Liaise with parents/carers of children with SEND when needed. Promote partnership with parents/carers.
- ◆ Parents/carers can arrange a meeting with the InCo to discuss and raise concerns about provision for children with SEND. If there are concerns which cannot be resolved by the InCo a further meeting with the Head Teacher will be suggested and arranged by the InCo. All concerns regarding SEND provision that cannot be resolved through discussion will be referred to the SEND Governor/s who will investigate further. Full details of the concern will be sought by the SEND Governor from parents, InCo and Head Teacher.
- ◆ Liaise with the appropriate external agencies to meet the needs of the pupils on the school's SEND register.
- ◆ Through individual pupil tracking and specific assessments as required, children who are not making good progress are targeted. The Inclusion Coordinator advises class teachers (or arranges for another professional to advise) on appropriate strategies to better meet their learning needs in order to improve their progress and attainment.
- ◆ Advise class teachers and other staff on the Graduated Approach to SEN Support.
- ◆ Support class teachers and teaching assistants to ensure the provision of one to one or small group teaching for identified children to meet their learning needs. Provision is reviewed termly by the InCo working with the class teachers to ensure progress and attainment is optimised.
- ◆ Arrange and implement termly reviews with class teachers to monitor and evaluate the progress of children on the SEND register.

Teaching Staff

- ◆ Be responsible for meeting the needs of pupils with SEND in their class.
- ◆ Have high aspirations for pupils with SEND.
- ◆ Involve parents/carers and pupils in planning and reviewing progress.
- ◆ Maintain the SEND records of pupils in their class and make these available for monitoring by the InCo.
- ◆ Monitor and evaluate their pupils' progress against the targets set in IEPs; write new targets for children with IEPs termly.
- ◆ Ensure that IEPs and other relevant documents are kept in the class Inclusion file (or individual file for children with EHC Plans).

- ◆ Use the IEP as a working document, differentiating the curriculum as appropriate, using SEND resources where applicable and appropriate.
- ◆ Attend review meetings, preparing any necessary reports in advance.
- ◆ Where there are concerns about a child's progress, collect and collate additional information which may be relevant. Keep the InCo informed of any specific concerns about any child with SEND.
- ◆ Liaise with teaching assistants and learning support assistants who have specific responsibilities for children with SEND, and ensure effective communication about the child's learning needs, plans and progress.
- ◆ In conjunction with the Inclusion Coordinator, liaise with other professionals, taking on board advice and guidance to support pupils with SEND.
- ◆ On transfer at the end of the school year, ensure that the current SEND file with the current SEND register list, concern list, and IEPs for all those children in the class on the SEND register are prepared and passed to the next class teacher in accordance with school policy. Time is provided for verbal communication between teachers.

IDENTIFICATION OF SEND

Children who have SEND will be identified at the earliest possible stage by class teachers in conjunction with parents/carers and the InCo and in some cases by external agencies. These concerns and observations will be discussed with the InCo who may arrange some initial assessments. Parental consent will be gained before any external agencies become involved with a pupil.

Pownall Green follows the structure detailed in the *Stockport Guidance for Early Years Settings, Schools and SEN Practitioners working with Children and Young People with Special Educational Needs and Disabilities* (Autumn 2016). Areas of difficulty are identified in relation to the four broad Categories of Need, as set out in the SEND Code of Practice 0-25, 2014:

Cognition and Learning

- *General Learning Difficulties*
Pupils who show consistently evident problems with, for example: memory & reasoning; processing, organising & coordinating spoken & written language; sequencing & organising the steps needed to complete tasks; problem solving & developing concepts; fine & gross motor competencies which significantly impair access to the curriculum; understanding ideas, concepts & experiences when information cannot be gained through first hand sensory or physical experiences.
- *Specific Learning Difficulties*
Developmental difficulties within specific areas of learning, including literacy and mathematics.

Communication and Interaction

- *Social Communication Conditions*
Pupils who experience difficulties typically falling within a triad of impairments affecting social interaction and relationships, flexible thinking and behaviour, and sensory challenges. This category includes pupils diagnosed with Autistic Spectrum Condition (ASC).

- *Speech, Language and Communication Difficulties*

Pupils who have difficulties with their production of speech or with their use and understanding of language.

NB. 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 are taught.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many different ways. These difficulties may be present for limited periods of time or may be longer term difficulties.

Physical and Sensory Needs

The following conditions constitute a Special Educational Need if they impact on the child's ability to access the curriculum:

- *Physical Needs*
- *Medical Needs*
- *Deafness and Hearing Impairments*
- *Visual Impairments*
- *Multi-sensory Impairment*

Class teachers and Senior Leaders (including the InCo) carefully monitor the progress of all pupils throughout the school. A range of support is available in every class for all pupils, including those who are not making expected progress (including differentiation within lessons, support from teachers and teaching assistants, additional targeted booster groups, access to small group activities outside the class, and a variety of other strategies). Where this support does not appear to be improving a child's rate of progress, it is likely that a learning difficulty in one or more of the four areas of SEND will be identified, using the Stockport Guidance as outlined above. This means that the pupil will be placed on the school's SEND Register and additional provision will be put in place, recorded by Individual Education Plans (IEPs).

SEND Support

This is the first stage of the SEND Register. The decision to include the child on the SEND Register will be discussed with parents / carers.

If there is a continued lack of progress and complexity/severity factors persist, then a decision may be made to refer the child for statutory assessment and possible EHC Plan.

EHC (Education, Health and Care) Plans

Where a child's needs are thought to be at a very high level (and they have received input from at least one external agency), the Inclusion Coordinator will discuss with parents/carers the prospect of requesting a statutory assessment, with a view to the child receiving an EHC Plan. If it is agreed that this is appropriate, the Inclusion Coordinator will ensure that the relevant preparation and paperwork has been completed before submitting the request to the Local Authority (LA).

The LA will follow specific procedures and time scales and respond with its decision as to whether a child will be given an EHC Plan. The school is funded as per Stockport LA's formula. Schools must hold Annual Reviews for children with an EHC Plan.

INCLUSIVE PRACTICE ~ EQUAL OPPORTUNITIES & ACCESS TO THE CURRICULUM

The school seeks to be fully inclusive in all aspects of policy and practice and we encourage everyone to aim for the very best they can achieve. We are realistic in our ambitions and celebrate strengths and attributes, differentiating the curriculum according to individual need.

- Wherever possible children with SEND are fully included with their peers in order to become more independent learners. Work is differentiated to meet the needs of the learners and specific targets are set and monitored in individual education plans (IEPs) when necessary.
- There should be no discrimination against those with SEND.
- As far as possible, children with SEND are not excluded from any learning activity including educational visits and extra-curricular activities. All educational visits' planning will take into account the needs, health and wellbeing of all pupils in the class or the school. Teachers must complete a risk assessment and should there be any identified concern about a child's health and safety, a consultation with parents and other agencies may be necessary.
- When children are allocated support from a learning support assistant, as far as possible, they work as part of a group within the whole class. It is important that all pupils are fully integrated into the group's activities as far as possible, and their strengths recognised. It is also important to develop the independence of all SEND pupils.

All pupils with SEND will have access to a broad and balanced curriculum appropriate to their needs. Through the Graduated Approach cycle of Assess, Plan, Do, Review, this school will make provision for increased curriculum differentiation, curricular adaptations and pastoral procedures dependent on the individual child's strengths and areas of difficulty. IEPs are reviewed termly for all pupils with SEND, as is the progress and provision for all pupils throughout the school.

A variety of approaches are employed to maximise the achievement of all pupils within all areas of the Foundation Curriculum and the National Curriculum.

This could include:

- Setting suitable learning challenges.
- Responding to pupil's diverse needs.
- Overcoming potential barriers to learning.
- Adjustment to class grouping and organisation.
- Adaptations to physical learning environment.
- Short term deployment of teaching assistants to support a child with SEND.
- Appropriate differentiation to ensure curricular access.
- Identification and implementation of strategies to support learning, including teaching self-help strategies.
- Appropriate training for staff to support pupils with SEND.
- Seeking advice and guidance from other professionals as necessary.

WORKING IN PARTNERSHIP WITH FAMILIES

A strong home/school partnership is considered to be one of the most valuable and effective elements in raising self-esteem and achievement of all children.

Parents and Carers

Parents and Carers of pupils with SEND will be:

- ◆ Encouraged to take a valued and active role in their child's education.
- ◆ Informed of their child's entitlement within the SEND framework.
- ◆ Have access to information, advice and support during assessment and any relevant decision making processes about SEND provision.

Parents/carers also have a responsibility to communicate with professionals to support their child's education. They should:

- ◆ Communicate regularly with their child's school and alert them to any concerns they have about their child's learning provision.
- ◆ Fulfil their obligations under home/school agreements, which set out expectation of all parties.

Pupils

"Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child."*

Pupils are encouraged to:

- ◆ Play an active part in target setting and evaluating their progress, both oral and/or written.
- ◆ Attend reviews where appropriate.
- ◆ Have their views taken into account.
- ◆ Discuss difficulties and concerns to their class teacher or teaching assistant.
- ◆ Develop their ability to make decisions about their learning.
- ◆ Increasingly understand, participate and take responsibility for their own attainment and progress as they move through the school.

**(Articles 12 and 13, The United Nations Convention on the Rights of a Child)*

ADMISSION ARRANGEMENTS

- Admission arrangements for pupils with SEND, but without an EHC Plan, conform to Stockport's admission policy.
- Parents/carers are encouraged to discuss any known concerns before their child enters school.
- There is a section on the admissions form for parents/carers to document their child's special need(s), if relevant.
- Pownall Green has regard to the SEN Disability Act 2001 in relation to its admission policy.
- Where a child has an EHC Plan prior to admission, the Inclusion Coordinator will liaise with parents/carers and other agencies. This school will make provision for supported induction visits.

TRANSFER ARRANGEMENTS

- If a child changes school, attainment and progress records including SEND information will be transferred to the new school.
- On transfer from a nursery, play group or other early years setting, where Pownall Green School know in advance of a pupil with high levels of SEND who is due to start Reception, pre-admission arrangements will be made by the Inclusion Coordinator (in liaison with the Early Years Leader) as appropriate for that particular child. School seeks to be involved in their final SEND Review meeting prior to transfer.
- A child with an EHC Plan will have their transfer review in the summer term of year 5, and a representative from the parents'/carers' chosen secondary school will be invited.
- The InCo will make appointments to meet with the InCo or representative from relevant secondary schools in the summer term, to discuss and transfer the SEND paperwork of the year 6 pupils identified on the school's SEND register.
- Where appropriate, additional induction visits may be arranged for Year 6 pupils with SEND transferring to the secondary stage.

CHILDREN EXCEEDING EXPECTATIONS

Pownall Green Primary School recognises that the needs of able, gifted and talented child are not addressed in the Code of Practice.

However we believe that the identification and provision for these children are as important as it is for any other group and the InCo works with class teachers to ensure that appropriate provision is in place to meet their needs. It is recognised that any pupil, including those with SEND, may be identified as having areas in which they excel.

EXTERNAL AGENCIES

Pownall Green has strong links with external agencies. The main agencies are listed below.

- | | |
|--|-----------------------------------|
| ◆ Learning Support Service | (LSS) |
| ◆ Behaviour Support Service | (BSS) |
| ◆ Primary Jigsaw | (Therapeutic & Emotional Support) |
| ◆ Stockport Sensory Support | (SSS) |
| ◆ Speech & Language Therapy Service | (SaLT) |
| ◆ Occupational Therapy | (OT) |
| ◆ Ethnic Diversity Service | (EDS) |
| ◆ Primary Inclusion Team | |
| ◆ Stockport Children's Primary
Mental Health Team | (HYMS) |
| ◆ Educational Psychologist | (EP) |
| ◆ Independent Advice Service | (IASS) |

SEND RESOURCES

The school budget for SEND is determined yearly by the head teacher and is needs led.

Resources are accessible to the school's staff and maintained by the InCo.

COMPLAINTS PROCEDURES

The Governors of this school have adopted the LA's complaints procedure. As part of the ethos of this school, there are very good communications between parents, school and the LA.

- ◆ It is envisaged that any concerns of parents will be dealt with at the earliest opportunity on an informal discussion basis between the head teacher, relevant class teacher and InCo.
- ◆ Where discussions or the normal complaints procedures have been exhausted, and matters cannot be resolved, any of the parties may then wish to consider recourse to the statutory SEN disagreement resolution process and have access to Parent Partnership Services.

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