

Lapage Primary School and Nursery



Working together we achieve

LAPAGE PRIMARY SCHOOL & NURSERY

Policy & Procedure for SEN

At Lapage Primary School & Nursery School we:

- Believe all children should have an equal opportunity to attend our school
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Using our best endeavours to make early Identification of SENs and a timely response to individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Work together with parents and carers to offer a flexible range of provision to meet individual needs.

Definition of Special Educational Needs (Children and Families Bill 2014)

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

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This SEN policy details how necessary provision is made for any pupil who has special educational needs. The special needs team will ensure that teachers in the school are 'Teachers on SEN' and as such are able to identify and provide for those pupils who have special educational needs, so that they are included in the activities of the school together with pupils who do not have special educational needs. The school will use best endeavours to provide for its SEN children.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential.

Teaching staff recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition processes.

Identification

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. Liaison with the EMA team and appropriate assessment using Steps documents will be used in conjunction with guidance from external agencies before identifying New to English pupils

as also having SEN.

Nor does a concern regarding social or environmental circumstances outside of school constitute sufficient reason to be placed on the SEN register. There will be a separate 'vulnerable children' list maintained by the pastoral team. These children may also have learning difficulties requiring close liaison with professionals involved, this may require a CAF to be established to ensure appropriate, coordinated provision.

Children will be placed on the SEN register on the basis of their need using the Bradford ranges for EYFS, KS1 and KS2.

Children on the SEN register will have their progress measured using progression guidance and CASPA graphs

Provision

All children on the SEN register are entitled to provision which is both additional and different to meet their needs and ensure that they make good progress and meet their potential.

Provision which is different from their peers but takes place within the classroom is identified on the English or maths planning format for the whole class. The learning outcomes, nature of the activities, vocabulary resources and adult responsible must be identified and shared with staff at the afterschool liaison meeting. This is monitored during regular key stage scrutiny by school leaders.

All children on the SEN register must have provision which is additional and must be identified on the class provision map (attached) by the class teacher to identify which intervention, duration and adult is responsible. These interventions are monitored on the template provided (attached) to ensure that they are related to the SEN planning document. This will be monitored by Class teachers and audited regularly by the SENCO.

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment within class
- some group or individual support on programmes to identify and narrow gaps and remove barriers to learning
- some group or individual support as specified in advice from external agencies
- additional time on reading, writing or maths with adults in school
- time with Learning Mentors
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment
- access to appropriate voluntary agency support

All pupils across school, may have additional provision at times irrespective of their SEN status. This is recorded on the Inclusion and Provision map for each year group and maintained by the Inclusion Manager with admin team support.

Monitoring and Evaluation of Progress

All pupils in school are regularly monitored in relation to progress by assessment, observations, work and planning scrutiny, pupil interviews and learning walks. Assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily by the above strategies and during regular Pupil Progress Conversations. Under these circumstances, teachers may need to consult their team leader or SENCO to consider what else might be done. The assessment process will be used to identify needs and determine the next steps to support learning in consultation with pupils, parents and external agencies.

Level of Special Educational Needs

In order to help children who have special educational needs, the school will adopt a graduated response using the authority recognised ranges 1 to 7 that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. The level of SEN is determined by using the criteria on the ranges 1 to 7. Parents are informed by the SENCO of any changes in the SEN status.

School request for a statutory assessment

Where a request for a EHCP is made by the school to an LA, the child will have demonstrated significant cause for concern in line with the ranges. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through each range documentation maintained by the Class teacher and SENCO within school as specified on the assessment form.

All children with an Education Health Care Plan will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in SEN planning document and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the planning document will continue to be the responsibility of the class teacher.

The role of the Inclusion Manager / SENCO

Responsibilities include:

- assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with SEN in conjunction with the co-ordinator for gifted and talented pupils
- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with special educational needs
- monitoring and evaluating pupil progress to review the SEN register on a regular basis
- auditing practice and provision

- ensuring that pupil voice is sought and represented during meetings with professionals
- liaising with parents of children with special educational needs
- auditing and contributing to the in-service training of staff both teachers and other adults
- sourcing and ordering resources as required to meet pupil needs
- liaising with external agencies
- Ensuring that own CPD reflects current legislation by attaining the National SENCO award.
- Deliver staff training on Inclusion Development Programme to improve Quality First Teaching for all children including those on the SEN register.

The role of the teacher

Responsibilities include:

- to recognise and fulfil their statutory responsibility to pupils with special educational needs (SEN) as set out in this policy
- to ensure that regular accurate assessment of pupils is submitted as requested in order to facilitate identification of needs
- to plan, deliver and direct other staff in the delivery of additional and different provision having high expectations of pupils' progress.
- to maintain the documents as required in this policy
- to communicate with and follow advice from other agencies and incorporate this in the provision for pupils.

Learning Support Assistants are involved in the implementation of the policy as directed by teaching staff.

Special facilities and building adaptations;

There is wheelchair access throughout the school and there are toilet facilities for disabled pupils and staff.

Admissions arrangements

The admissions arrangements are currently in line with the Bradford LEA admissions policy.

The School's Responsibility

- **Curriculum entitlement.** All children including those with special educational needs will have access to a broad and balanced curriculum.
- **Allocation of resources.** The Governors, through the Finance committee, will allocate funds to meet the needs of pupils with special educational needs. The Finance Committee will draw the attention of the Governors to the amounts delegated to the school by the LEA under special needs headings in the Section 122 Statements and to the amounts allocated for SEN in the proposed school budget. The Head Teacher will manage the funds allocated by the Governors to meet the differing needs of the children with SEN. The Governors require the Head Teacher and the SENCO to ensure that optimum use is made of resources.

- **SEN training for staff.** Whole staff training in SEN will be met through INSET provision. SEN training will be organised as required to meet the current needs of all staff and will be led by the SENCO or by appropriate outside agencies. Learning Support Assistants will be invited to attend relevant training sessions and external courses.

SEN Process at Lapage Primary School and Nursery School

Please see the local offer in appendix 1 of this policy also accessible on the schools website.

- **Range One**

Record the date on the SEN register.

Meet with the SENCO and develop a SEN plan

Meeting with parents/carers

The teacher uses the SEN planning document to plan for the child, planning for lessons is differentiated and special provision is made using resources, groupings and support staff to address certain identified learning areas.

After one term, review the progress of the child with staff and parents. If the child has made progress within the differentiated work provided, with support as in place, then the child will stay at Range One at the school's discretion. If, however the child is making little or no progress at Range One and the school feels more support is needed then he/she moves to Range Two.

- **Range Two**

Record change and date on the SEN register.

Meet with the SENCO and develop a SEN plan

Meeting with parents/carers

Range Two is the next stage in the SEN support and assessment process, when external services are involved. At this stage, the SENCO will become more involved, arranging meetings, external involvement and assessment. These specialists will usually see the child in school so that they can give advice to teachers on differentiated planning and accompanying strategies. The support may also include assessment and writing reports or advice. The kinds of advice and support will vary according to the needs of the child.

Collect the Evidence

Meeting with parents/carers

The class teacher now starts to collect the evidence against the concerns.

The teacher will have already discussed the child with the SENCO for advice.

- To access further external advice
- To move the child on to Range Three

- **Range Three (see appendix)**

Meeting with parents/carers

School will continue to act upon the advice from external agencies and continue to provide a personalised provision learning programme dependent on the pupil's specific needs.

- **Range Four**

Meeting with parents/carers

An application for an Educational Health Care Plan may be made. Additional funding can be accessed at this stage if the application for EHCP is successful.

- **Transition to Special or Mainstream Schools**

Whenever any pupil with an Educational Health Care Plan transfers to another school, including special schools, the school will pass on relevant information. In addition there will be a Transition Review held in the Autumn term where parents can express and discuss the choice of secondary school. Dialogue will then be set up with the receiving school's SENCO to organise visits in the summer term. Children with an EHCP will have access to transition support from Learning Mentors.

Identification and Intervention

Triggers indicating the need for intervention at Range 1

Despite receiving differentiated learning opportunities, the child:

- makes little or no progress even when teaching approaches are targeted in a child's differentiated area of weakness
- shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties despite the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Triggers indicating the need for intervention at Range 2

Despite having had an individualised programme and/or concentrated support under, the child;

- continues to make little or no progress in specific areas over a prolonged period
- continues to work at national curriculum levels substantially below that of his/her peer
- continues to have difficulty in developing literacy and numeracy skills
- exhibits emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the class despite having individualised targets for behaviour
- has sensory or physical needs requiring additional specialist equipment or regular advice or visits by a specialist service
- demonstrates on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Assessment of progress

Staff assess the progress of all children in line with the school's Assessment Policy. Teachers will monitor the standard of attainment of individual pupils through;

- Teacher observation and marking of daily work
- National Curriculum Targets.
- SATs.
- Reading and Spelling assessments.
- P Scales for children working below Level 1 of NC.
- Foundation Stage Assessment.
- Assessment of planning targets.

Parent Partnership

Our aim is to develop a partnership where professionals and parents work together in the best interests of the child. The views and wishes of the child are also sought.

The school follows the SEN Code of Practice which states the key principles involved in communicating with and working in partnership with parents and these include;

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have of a disability or communication or linguistic barriers
- recognising the pressures the parents may be under because of the child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their child
- gaining parental permission before referring them to others for support

In addition, parents are welcome to talk to teachers whenever they have a concern about a child at a mutually convenient time.

Relationship with outside agencies

The school has full access to Education Bradford's SEN Support Services and can enlist the help of support services and outside agencies which may include:

- Learning Support Service
- Educational Psychology Service.
- Social, Emotional and Behavioural Support Service.
- School Nurse.
- Visual or Hearing Impairment Service.
- Speech and Language Therapy Service.
-

Lapage primary school and nursery have commissioned 2 days Speech and language therapist time and a day Educational psychologist time which is used across school to meet the needs of children.

Monitoring and evaluating the success of the policy

The SEN Code of Practice lists critical success factors as:

- the culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met
- any children special educational needs are identified early
- best practice is exploited when devising interventions
- the wishes of the pupil are taken into account
- educational professionals and parents work in partnership
- interventions for each pupil are reviewed regularly

Complaints Procedure

If parents have a complaint about the SEN provision in school they may initially contact

- the class teacher
- the SENCO
- the Head Teacher

In response the class teacher and the SENCO will provide evidence of work undertaken, planning targets and assessments of progress to be discussed with parents. If a problem is

still not resolved parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA or with an appeal to the SEN Tribunal

This policy must be read alongside the policies and procedures for:

- Safeguarding and Child Protection
- Behaviour (including Anti-bullying and Exclusions)

Presently the SENCO is Assistant Headteacher for Inclusion Andrea Gray who can be contacted by telephone 01274 770170 or e-mail andreagray@lapageprimaryschool.co.uk
The school's local offer is published with this policy on the school website and on the local authority's website.