Longroyde Primary School, Nursery and

Little Longroyde

SEND Policy

|  |
| --- |
| Mrs Beverley Richmond-Flinn is the Inclusion Manager and SENCo for Longroyde Primary School.Contact: 01484 715300e-mail: beverley.longroyde.calderdale@dbprimary.com SEND Governor: Mrs B Briggs |

Rationale

At Longroyde Primary School we are committed to ensuring that all children make progress irrespective of their level of need and the barriers to learning they might encounter. We have high expectations for all our pupils and want them to achieve the best that they can. Supportive working relationships with parents and close involvement of pupils in all aspects of their learning help us to deliver the best opportunities for the future.

Aims

To ensure that all our pupils reach their potential.

To provide an environment that encourages co-operation and understanding as well as fostering ambition and excitement for learning.

Policy formation

This policy has been put together in consultation with:

* staff
* parents
* governors
* pupils

Each of these groups were informed of the draft copy and a consultation period was put into place where suggestions and feedback were encouraged to help to shape this policy.

This policy will be reviewed on: Annually from the date of inception.

Parents can request a full copy of this policy from: The school office/school website

Copies of this policy are kept in: In office, in SEND folders in each year group and on the school’s website.

Signed by:

Chair of governors

Principles

This policy has been formulated with regard to the Special Educational Needs and Disability Code of Practice 2014 which relates to Part 3 of the Children and Families Act 2014. Regulations associated with the Children and Families Act 2014 are: ‘The Special Educational Needs and Disability Regulations 2014’ and the ‘The Special Educational Needs (Personal Budgets) Regulations 2014’.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify, and provide for, those pupils who have special educational needs. This will then allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

Definition of Special Educational Needs (SEN)

The Code of Practice 2014 says that:-

“A child has or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her…..namely provision different from or additional to that normally available to pupils of the same age.”

Disabled children and young people

The Equality Act 2010 defines a disability as ‘ … a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The definition is broad and can include children with a wide range of impairments, such as arthritis, asthma, diabetes or epilepsy, sensory impairments such as hearing loss, hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder. Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children and young people.

* Schools must not directly or indirectly discriminate against, harass or victimise disabled children and young people
* Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
* Schools must have regard to the needs to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

Disability and special educational needs

Some children and young people who have SEN may also have a disability as defined above. Children and young people who have a disability do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The school’s policy statement for Special Educational Needs

This policy has been revised in light of changes to national policy detailed in the Special Educational Needs and Disability Code of Practice 2014, and has been developed in consultation with staff, parents of pupils with special educational needs, and the Governing Body, who, via the Headteacher, assumes overall responsibility for achieving the aims and objectives within this policy statement.

Definitions:

SEND

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her.

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
* has a disability that 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.

**Disability**

* Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is additional to or different from what is normally available in schools. We recognise that not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

**Specific Learning Difficulty**

* There are a number of specific learning difficulties with some degree of overlap between them. These include: dyspraxia, dyslexia, dyscalculia. Dyslexia is seen as the most common specific learning difficulty in the school population.

**Vulnerable Pupils**

* Pupils or groups of pupils who are at risk of under attaining due to a wide range of circumstances often beyond the control of the school. These pupils may be identified due to making inadequate progress across and number of subject areas. Not all vulnerable pupils will be identified on the SEN register, however RAP’s written by class teachers will identify where pupils progress is inadequate and implement appropriate interventions. RAP’s and interventions are monitored by class teachers on a half termly basis. This information is shared and monitored by the Inclusion Manager. The Inclusion Manager then feeds this information to SLT and Governors on a half termly and termly (governors) basis.

**SEND:**

**There are four broad areas of need:**

* communication and interaction
* cognition and learning
* social, emotional and mental health difficulties
* sensory and/or physical needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEND who:

* have English as an additional language
* are a looked after child
* have a disability
* are entitled to pupil premium
* have difficulties with attendance.

Identifying SEND

At Longroyde we recognise the importance of identifying pupils as soon as possible who might have SEND. This is part of the school’s overall approach to monitoring the progress and development of all pupils, and reviewing the quality of teaching, through data analysis, work scrutiny, lesson observations and pupil interviews.

The school aims to identify individual needs at the earliest opportunity in order to implement effective provision and therefore improve long-term outcomes for the child. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

Class teachers make ongoing assessments of pupil progress along with formal termly assessments, which are monitored by the SLT; pupils who have made less than expected progress are identified. The purpose of this early identification is to plan appropriate targeted support, not to label children with a specific special need. If teachers are concerned about a child’s emotional and social development and progress, they alert the SENCO, who will take action to identify and address the pupil’s needs, in consultation with parents.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. However, the school will take action to find out if the behaviour is as a result of learning or communication difficulties, or mental health issues.

Other issues including health, disadvantage, attendance and punctuality and being a looked after child may impact on progress, but do not necessarily mean that a child has SEN. The school ensures that the effects of these issues on pupils’ wellbeing, progress and attainment are minimised.

**We**:

* assess each pupil’s current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately
* consult with parents about their view of their child’s progress
* make half-termly assessments as part of our progress meetings – these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them.

**‘Less than expected progress’ includes where:**

* progress is significantly slower than that of other children starting from the same point
* it is less than their previous rate of progress
* the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

Our graduated approach

As soon as we have concerns about a child’s progress we begin to apply our graduated approach. This includes:

**First response**

At this stage we focus on high-quality first teaching, targeted at the pupil’s area of weakness. Discussion in our progress group will lead to suggested strategies and approaches that might be used.

We monitor the quality of teaching in our school carefully to ensure that all pupils’ needs are met. Teachers receive regular professional development in SEND to enable them to identify and support pupils who might be encountering problems.

Teachers are responsible through quality first teaching for the progress and development of pupils in their class.

Targeted support

If a pupil continues to be a cause for concern and the issues raised at progress meetings are not resolved then a specific referral is made through the ‘School Pupil Tracker’ to the SENCo.

There will be a meeting between the SENCo and class teacher/subject teacher to identify what this support might include. Examples are:

* support in focus groups within the classroom by an experienced learning support assistant.
* an intervention programme that targets particular skills such as literacy or numeracy.

Additional targets and desired outcomes will be set and the pupil’s progress will continue to be monitored closely as part of an ‘assess, plan, do and review’ process. This is recorded on a pupil profile records.

At this point we liaise with parents about the additional support being provided and ask for their views on why the pupil is not making expected progress.

Additional advice might be requested from an external person such as the school nurse or local authority advisory service.

Where a pupil’s behaviour is giving us concern we will consider carefully if there are other underlying difficulties that might be the cause.

We will consider any other barriers to learning that the pupil might be experiencing such as:

* difficulties with communication
* mental health issues
* housing, family or other domestic circumstances
* any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEND we:

* record this in the school records
* ensure that the parent is informed
* make arrangements for SEND support.

**SEND support**

This is a four-part cycle of assess, plan, do and review.

**Assess**

At this point we assess pupils’ needs using:

* teacher assessment and observations
* data analysis comparing the pupil with peers and nationally
* the views of parents
* the views of the pupil
* advice from external support where this is relevant.

**Plan**

Following the assessment it is agreed between the teacher, SENCo, pupil and parent:

* the interventions and support to be put into place within an agreed time frame
* the teaching strategies to be used
* what the expected impact is and what the anticipated outcomes are
* when the plan will be reviewed.

We call this the Individual Education Plan (IEP). It builds upon the pupil profile started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

The strategies we choose are selected from the Sutton trust toolkit according to their proven effectiveness. Where necessary, staff are trained to administer them.

External support is involved where necessary.

**Do**

The class or subject teacher takes the lead on implementing the plan with the support of additional staff who deliver small-group and one-to-one to support as needed.

**Review**

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly. However, on occasions more regular meetings are built in, for example at the beginning of trialling a new strategy.

A further assessment might be carried out if we believe that there is a specific need to address.

Specialist services

Specialist services that we involve in supporting our children with SEND include:

* educational psychologist
* child and adolescent mental health services (CAMHS)
* specialist local authority support services, including for hearing and vision impairment
* speech and language therapist
* art therapist
* counselling service.

The SENCo is responsible for liaising with specialist services and identifying at the beginning of each financial year the budget allocation for those services the school contributes towards.

A non-specified budget is also allocated for SEND which allows for some flexibility in case a child is admitted mid-year with special needs.

The SENCo is responsible for monitoring the use of specialist support and the effectiveness of intervention programmes selected.

**Education, health and care needs assessment**

If the pupil continues to make less than expected progress then the SENCo will discuss the possibility of requesting an EHCP needs assessment from the local authority.

Supporting pupils and families

The SEND Code of Practice 2014 emphasises the importance of parent/carer involvement and pupil involvement throughout the SEND process.

The local authority Local Offer [www.calderdale.gov.uk/localoffer/](http://www.calderdale.gov.uk/localoffer/) provides more information about the services that are available across the authority and the information and advice independent of the school that parents can access.

This has been written in a parent-friendly way to enable parents to see clearly what the school offers their child with SEND.

The school supports its families through:

* early involvement through the teacher as concerns emerge
* involvement in the assess, plan, do and review cycle
* consultation about SEND practice on an annual basis and through the website
* providing half-termly drop-in surgeries with the SENCo
* use of link books/planner to maintain lines of communication
* discussion with parents about targets and 'next steps' on a termly basis.

Where groups of parents seem less well represented we try to set up activities and events that will encourage them to participate. Our learning mentor is actively involved in building bridges between us and ‘hard-to-reach’ parents.

A copy of this policy is included in the prospectus and is available in the office at all other times. A translation service can be accessed through the local authority and representatives within the setting speak the majority of community languages.

Our local authority is the admission authority. Our governing body acts in accordance with the admission arrangements determined and published by our local authority. We acknowledge that if we are named in a child’s statement we have a responsibility to admit the child and ensure the provision outlined in the statement is met. Our admission arrangements can be found on the school’s website at: [www.longroyde.weebly.com/parents/policies](http://www.longroyde.weebly.com/parents/policies)

Managing medical conditions

Some of our children require medication to be administered during the school day. We have a medical conditions policy [www.longroyde.weebly.com](http://www.longroyde.weebly.com) which outlines our procedures for doing this.

We recognise our duty under the Children and Families Act and liaise closely with our school nurse to ensure that we comply.

Some children have their own healthcare plan which is drawn up with the school nurse and the involvement of parents.

Transfer

For pupils transferring to another setting, the SENCo is responsible for making sure that all records regarding SEND are transferred as soon as possible. Where possible the SENCo should also meet the SENCo at the receiving setting to discuss any particular issues and the kinds of support and intervention that the child has been getting so far.

Where the learning mentor has been working with a family it is also anticipated that they will liaise with the receiving setting to ensure effective transition. Meetings might include parents depending upon the kind of issues emerging. Attendance information is fed to the receiving office by the school administrator, using a CTF.

The teacher, in conjunction with the SENCo has the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new setting. This might include observations from learning support assistants and mid-day supervisors.

The curriculum

All pupils have access to the full curriculum. Children are encouraged to gain confidence in different curriculum areas and mixed ability groups are part of the school’s normal working practice. Planning takes account of the need for differentiation to provide full access for pupils with a range of varying needs. Core subject leaders, the SENCo and the Headteacher check planning to ensure that provision and resources are appropriate.

Classroom observations and training help to provide teachers with a range of strategies to enable pupils to access the curriculum.

Tracking progress

Throughout the pupil's time in our setting we continue to ensure that close monitoring of their progress takes place through:

* careful half-termly tracking
* discussion during progress meetings of individual pupil performance
* involvement of the SENCo in senior leadership team meetings when provision mapping takes place.

Pupil progress is monitored through the use of P levels and we broadly expect all pupil to make at least two levels progress during a key stage.

All children feel valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of pupil progress, we check that pupils:

* are making the level of progress expected
* are being set challenging targets
* are further supported where progress is limited
* have any barriers to learning identified and addressed.

In order to do this the SENCo and Progress Manager:

* keeps accurate records of the levels pupils are attaining
* is involved in discussions with teachers
* maps the provision and support available for pupils within targeted support and SEN support categories
* tracks the progress of individual pupils over the year.

Working with external agencies

The SENCo is responsible for liaising with external agencies and support services in respect of children with SEND. This includes:

* chairing annual review meetings
* attending and when appropriate leading Common Assessment Framework meetings to provide information on learning and behaviour where necessary.

The headteacher, the deputy DSL or the Inclusion Manager attend child protection meetings and feed back to the individuals concerned. It is expected that teachers will spend time liaising directly with services supporting the children they have responsibility for. In some cases these might be professionals making a judgment in relation to statutory assessment and/or to provide advice on strategies to be used with individuals.

A multi-agency meeting is held termly involving representatives from:

* the health service
* social care
* the learning and behaviour support team
* the education social worker
* the school (headteacher, SENCo, learning mentor).

The school nurse liaises closely with the SENCo and visits on a regular basis

Monitoring and evaluation of SEND

The effectiveness of our SEND provision is monitored and evaluated by:

* analysis of individual tracking information
* analysis of trends of pupil groups against national and local authority averages
* before and after surveys and assessment following the use of an intervention programme
* observations of teaching and support
* annual pupil and parent surveys
* discussions with the school council
* regular staff evaluations
* feedback from governor discussions with a cross-section of the school community.

This is collated at the end of the year to provide information for governors to compile their SEND information report.

Information from this evaluation is used to inform the school development plan and policy review. We review our SEND policy annually.

Training and resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs. In order to do this we are committed to the following cycle of staff training on an annual basis:

1. Staff meeting every term to review progress of children with special needs, policy and to highlight any emerging issues.

2. SENCo – two days of training as a minimum to update on latest developments in relation to special needs.

3. Half-day teaching assistant training spread over the three terms – subject to be agreed annually.

4. Mid-day supervisor training, led by the Business Manager– subject to be agreed annually.

In addition, it is anticipated that we will have:

* one whole day's training annually for all staff linked to the development of SEND teaching and learning as part of the improvement plan
* individual members of staff attending in-service training (INSET) courses as identified through their performance management meetings.

All courses attended and INSET received is recorded by the SENCo in the staff INSET log. As part of this, staff are also asked to indicate the quality and benefits of the training once they have attended. This information is also recorded by the SENCo.

An annual training audit is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support children with SEND are mostly kept in classrooms or with the learning support assistant over seeing that intervention. However, the SENCo does have some specialist equipment. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEND budget. The SEND budget includes money for learning support assistants and purchasing additional services from the local authority. Careful assessment of pupil progress helps measure value for money against different activities and interventions. Governors, the SENCo and senior leadership team are involved in the process of determining how the SEND budget is allocated.

A small budget is retained as contingency to support children who are admitted to the school during the financial year.

Roles and responsibilities

Our SEN governor is : Mrs Bernice Briggs

……………………………………………………………………………………………………………

The SEN governor spend time in school observing aspects of SEN practice in order to feedback to the whole governing body.

Our designated person for safeguarding is: Mr R Fox,

Deputies : Mrs B Richmond-Flinn, Mrs C Buchanan and Mrs S Lyall

……………………………………………………………………………………………………………

Our designated person for looked-after children is: Mrs B Richmond-Flinn

……………………………………………………………………………………………………………

The designated person for overseeing the management of medical needs is: Mrs B Richmond-Flinn

……………………………………………………………………………………………………………

The person responsible for the staff storage of SEN documentation is: Mrs B Richmond-Flinn

……………………………………………………………………………………………………………

Accessibility

We have an accessibility plan that indicates our priorities for the coming year. We have wheelchair access within the school, two wheelchair lifts, ramps, floor level access and an accessible toilet and changing facilities. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits co-ordinator meets with the SENCo to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

Complaints

If there is a complaint about SEN provision:

1. Discuss any concerns with the class teacher/subject teacher.

2. Discuss any concerns with the SENCo (meeting to be arranged by the school office).

3. Ask for a meeting with both the headteacher and SENCo (meeting to be arranged by the school office).

4. A letter of concern may be sent to the Chair of the governing body or to the SEN governors for the attention of the Chair.

More information

SEN information report

Anti-bullying policy:

Equal opportunities policy:

Teaching and learning policy:

Behaviour policy:

Medical conditions policy:

Admissions arrangements: