

# SEND Policy

## OLDFIELD BROW PRIMARY SCHOOL

### Definition and Aims

Oldfield Brow Primary School values the abilities and achievements of all its pupils and is committed to providing each pupil with the best possible environment for learning.

Our school recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and Disabilities (SEND).

### THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils may have additional needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

The SENCO, Governors and all teaching staff have been involved in developing this policy and are committed to its intentions. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

#### **A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA
- c) Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

#### **Special education provision means:**

- For a child over two, educational provision which is *additional to, or different from*, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- For a child under two, educational provision of any kind (1996 Education Act, section 312)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Oldfield Brow Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

### **Roles and Responsibilities**

The SEN team of the school is:

Head teacher: Robert Merrell

The SENCO is Susan MacKenzie

The SEN Governor is Pat Salthouse

### **THE ROLE OF THE SENCO**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to staff training
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Procedures must exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Procedures exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible person' is identified to be informed about Educational and Health Care Plans (EHCPs) and all those involved with teaching and supporting EHCP pupils
- Monitoring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Monitor annually so that they are assured that parents are aware of the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget

## **THE ROLE OF THE CLASS TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop suitable targets to aid progress for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the IEP targets within differentiated planning
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

## **THE ROLE OF THE HEADTEACHER**

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensure that SEN provision is an integral part of the school development plan.

## **Co-ordinating and managing provision**

The new Code strengthens the role of the SENCO, recognising the SENCO's

'Key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN'

## **Admission arrangements**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with

special educational needs but without statements must be treated as fairly as all other applicants for admission.’ (CoP 1:33)

Oldfield Brow primary school strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. In line with the Code of Practice (2015), requests for places from parents of children with SEND and those with an EHC plan will be welcomed and considered unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources

### **CATEGORIES OF SPECIAL EDUCATIONAL NEED**

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The school continues to work on the premise that:

‘All teachers are teachers of pupils with special educational needs.’

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

### **EARLY IDENTIFICATION**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in Foundation stage profile, N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.

### **SEN PROVISION**

On entry to the school each child’s attainment will be assessed. This will help to inform the school of a child’s aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

### **THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/ teaching assistants through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Additional support will be requested from Trafford's support service for children with English as an additional language.

### **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCO. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The SENCO and class teacher will refer to Trafford's criteria for special needs when considering moving children through the stages of the Code of practice. The school also recognises that parents have a right to request a Statutory Assessment.

### **RECORD KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents

- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Provision maps and a record of progress throughout the child's school career.

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs. When they are identified as having SEND, the school will intervene through **School Support**.

**School Support** is characterised by interventions that are different from or additional to the normal differentiated curriculum. School Support intervention can be triggered through ongoing concerns about the child's attainment and/or presentation, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

#### **NATURE OF INTERVENTION**

The SENCO, in collaboration with the class teacher and any appropriate outside agencies, will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA or medical support services for advice on strategies, equipment, or staff training

#### **INDIVIDUAL EDUCATION PLANS or TARGETED PROVISION RECORDS**

Strategies, aims, targets and outcomes for pupils' progress will be recorded in a suitable format, for example an IEP (Individual Education Plan), containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The recording of this information will feed into the Provision Mapping for that child, as necessary.

**The Graduated Approach** is followed in school to give a clear approach to identifying and responding to children with SEN and Disabilities (SEND).

School Support intervention will usually be triggered through continued concern about a child's attainment or presentation despite additional support being given. School Support will be in place for children who, despite receiving differentiated teaching and a sustained level of support:

- Still makes little or no progress in specific areas over a long period
- Continues to work at attainment levels expected within the National Curriculum considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting outline of provision will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **REQUEST FOR FORMAL ASSESSMENT for an Education Health and Care Plan (EHCP - formerly Statement of Educational Needs)**

The school will make a referral for an Education Health and Care Plan (EHCP) from the LEA when, despite an individualised programme of sustained intervention within School Support, the child remains a significant cause for concern. A request to assess for an EHCP might also be made by a parent or outside agency. The school will have the following information available:

- The action followed with respect to School Support
- The pupil's targets/IEPs and costed Provision Map outlining the support given from the £6000 notional budget
- Records and outcomes of regular reviews undertaken

- Information on the pupil's health and relevant medical history
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

The LEA will consider the request for an Education Health and Care Plan (formally a Statement of Special Educational Need) once the evidence has been received and, if they agree to assess, there will be a 20 week period to gather and consider all the relevant information, reports and advice from pupils, parents, education and health (will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for assessment for and EHCP may not result in one being awarded.

An EHCP or Statement will include details of outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term outcomes set within the EHCP
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## **REVIEWS OF EDUCATION HEALTH AND CARE PLANS (EHCP)**

EHCPs must be reviewed annually. The LEA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The head teacher will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO
- Any other person the LEA considers appropriate
- Any other person the head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes stated
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider how appropriate the existing EHCP outcomes are in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 6 reviews the SENCO of the Secondary school will be invited to attend. The Chief Educational Psychologist recommends that transfer arrangements be discussed at the end of Y5, the beginning of Y6. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

With due regard for the time limits set out in the Code of Practice, the head teacher will write a report of the annual review meeting and send it, with any

supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

### **Curriculum Access and Inclusion**

Oldfield Brow primary school strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Oldfield Brow Primary school we have adopted a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

### **Evaluating success**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEN moderation process
- The School Development Plan/SEN Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils

### **Complaints procedures**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff development and appraisal**

All staff is encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Teaching assistants requirements in supporting pupils' needs will be considered frequently. Newly qualified teachers and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's INSET needs will be included in the School Development Plan.

### **Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- Education Service for Physical Disability (ESPD)
- SEN Support Service (SENS)
- Traveller Education

In addition, important links are in place with the following organisations:

- The local playgroup/mother and toddlers' group with the aim of providing continuity between home and school
- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Sure Start
- Friends of the School
- Family learning.

### **Partnership with parents**

Oldfield Brow Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (COP 2.2)

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LEA. The SEN Code of Practice outlines that 'LEAs should work in partnership with local and parent

organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.’ (CoP 2.14)

### **The voice of the child**

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years.

At Oldfield Brow Primary school we encourage pupils to participate in their learning.

### **Links with other schools and transfer arrangements**

For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer. All records will be discussed with the SENCO in the receiving school

It is good practice for the SENCO of the receiving school, where possible, to attend a final annual review in primary school of pupils with an EHCP for whom the particular school has been named.

**Updated and Approved by Governing Body 12th June 2018**