



# Pikes Lane Primary School SEND POLICY

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

**Policy Leader: S.Long**  
**Linked Governor Sub Committee: Standards**  
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## **2017 – 2018 SEND POLICY**

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## 1) SCHOOL'S VALUES ABOUT SEND:

Pikes Lane Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy builds on our school Inclusion statement of practice, which recognises the entitlement of all pupils to a broad and balanced curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. All staff, supported by the Governing Body, will ensure that appropriate provision will be made for all pupils with SEND.

The SEND policy has been written by the school SENDcos and shared with the Inclusion Governor and Senior Leadership Team. It takes into consideration views from parental and pupil questionnaires. This document also reflects the changes made in the 2014 SEND Code of Practice, 0-25 guidance.

## 2) AIMS:

- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure all children are “safe, happy and learning”, giving them the experience of a caring, supportive school where learning is enjoyable.
- To help each child develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- To adapt the curriculum to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socio-economic.
- To give all pupils a curriculum entitlement that is broad, balanced and relevant.

## Objectives:

- To identify and provide for all pupils who have special educational needs and additional needs to ensure they meet their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs.
  
- To provide experienced SENDcos who will work with the SEND policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.
- To enable all children to develop skills and abilities in a non-threatening environment, encouraging success and building self-esteem.

### 3) ADMISSION ARRANGEMENTS / FACILITIES FOR PUPILS WITH SEND:

- The school does not discriminate against the admission of pupils on the grounds of a special educational need or disability where their differing abilities can be catered for within a mainstream setting.
- Furthermore, the school does not discriminate against the admission of pupils on the grounds of ethnicity, religion or different family backgrounds (including, but not limited to, children from LGBT families, single parents, or children living with grandparents).
- The school has made reasonable arrangements to provide access for children or parents with disabilities (the Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN). There is wheelchair access throughout the school.

### 4) IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The definition of **Special Educational Need** is set out in section 156 of the Education Act 1993.

**Special Educational Need** - a child has Special Educational Needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (Code of Practice 2014, 6.12).

#### **Broad Areas of Need**

**Communication and interaction** – children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

**Cognition and learning** – support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

**Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

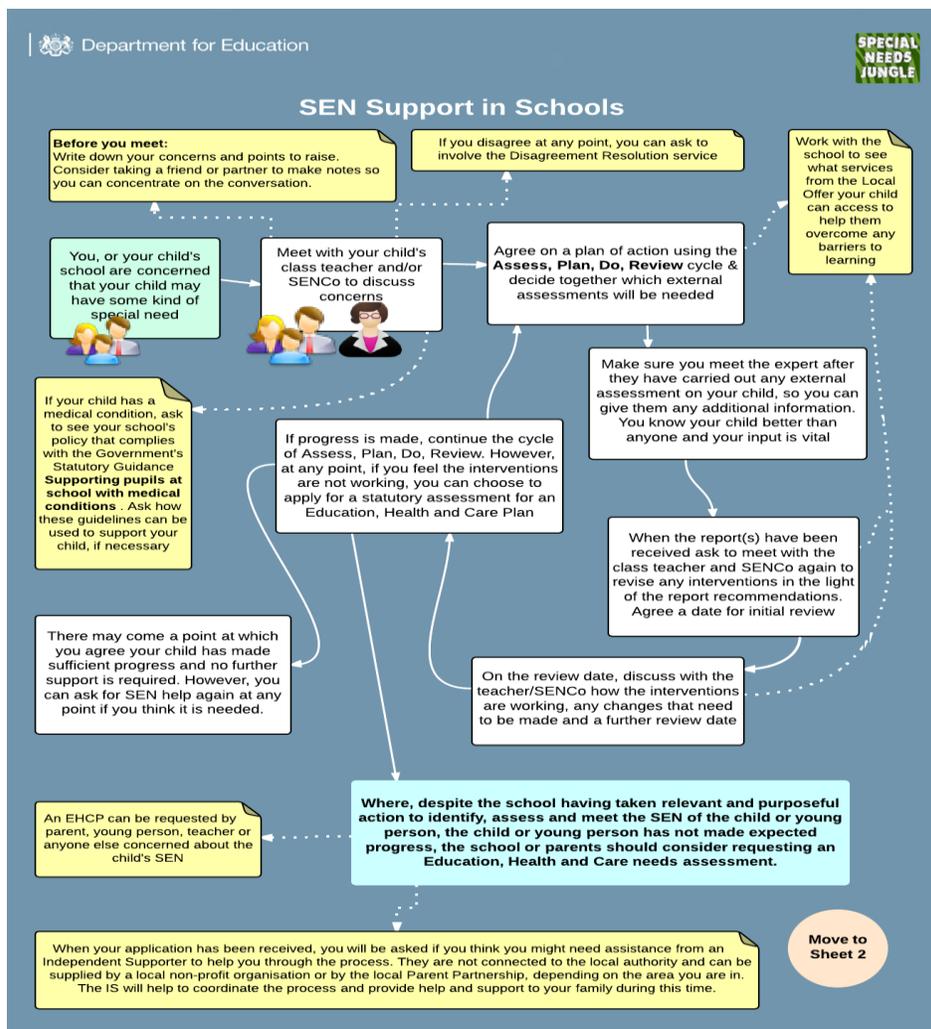
A child must not be regarded as having a learning difficulty solely because of a language barrier.

It is also important to note that children's needs are also considered outside of the four aforementioned categories, for example those who are more able or those facing other difficult circumstances. The whole child must be considered.

For children working within EYFS please also refer to the EY SEND register criteria.

## 5) GRADUATED APPROACH TO SEN SUPPORT:

At Pikes Lane we use the graduated approach to SEND support which follows the 'assess, plan, do and review' cycle to identify and manage pupils with SEND.



## Assess

A clear understanding of a child's needs is crucial to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from formative assessments (tests), teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/ carers and the individual's development in comparison with their peers,

observations by SENDcos or external agencies.

## Plan

The first step in responding to a pupil's identified need is to ensure that high- quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of quality first teaching. Following assessments the teacher needs to identify what changes or adaptations to quality first teaching. Once the specific areas of need and gaps in learning and development have been identified, additional or different intervention targeted at these key areas can be planned and delivered. All interventions are added to the class provision map and progress of SEND children is reviewed during half termly pupil achievement meetings. Responsibility for planning lies with the class teacher.

## Do

The class teacher is at the centre of the day to day responsibility for working with all pupils, including where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

## Review

At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations

include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be. In EYFS, children with SEND have targeted plans which are reviewed half termly.

Where pupils have a statement of SEN or an Education, Health and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person centred review on an annual basis by everyone involved with the child.

At Pikes Lane we believe that parents should be kept fully informed about their child's progress. Parents with pupils are invited to attend assertive mentoring meetings to discuss the progress made and share individual targets to further improve learning. Parents may request additional information at any time regarding the progress of their child. School offers a termly meeting with parents to speak to their child's class teacher. The SENDcos have regular contact with parents to share information from specialist outside agencies and to collect information to help plan for their child's individual needs. This may be shared at Child Action Meetings, where the Early Help Form is also reviewed. During these meetings, discussion around initiating an Education, Health and Care Needs assessment would take place.

As part of our approach to learning and teaching for KS1 and KS2 pupils, the teacher and child discuss their progress and attainment through one to one assertive mentoring meetings. Each pupil is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, mathematics and attitude to learning, helping to identify how they can achieve these targets and evaluating their progress toward the previous targets.

In EYFS, children with SEND have a one page profile. This is a way for a pupil with SEND to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes. These are shared with parents so parental views can also be recorded.

## 6) MANAGING PUPILS NEEDS ON THE SEN REGISTER:

**The SEN register** - this is a list of names of all the children in the school identified as having a special educational need. It is kept by the SENDcos, copies are provided for class teachers and the Head teacher termly.

The SEN register is regularly updated and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum for 2 terms, it will be discussed at pupil achievement meetings to remove them from the register.

## 7) SUPPORTING PUPILS AND FAMILIES:

As part of the 2014 SEND Code of Practice, all local authorities have to publish a local offer which outlines the provision which is available for children and young people in the local area. Bolton's Local offer can be found using the following link:  
<http://www.localdirectory.bolton.gov.uk/send.aspx>.

Half termly pupil achievement meetings allow for discussion of progress for all children. If a child has been identified as having a special educational need, the intervention they have received will be reviewed. If progress is still an issue the SENDcos will discuss the need to involve other agencies. If this is thought to be appropriate parents and the child will be invited to discuss this and complete an Early Help Form. The agencies and professional services currently accessed by the school are:

Ladywood Outreach Advisory Service

Early Intervention Team

Educational Psychology Service

SPLD support (Ladywood Outreach)

Cognitive Behaviour Therapist

Speech and Language Therapy

Occupational Therapy

Health visitors

School Nurse

Community Disability Services

Behaviour Support

Pupil Referral Unit

Special Needs Under Five Support

Physiotherapist

Learning Disabilities Team

Sensory Support Service

Child and Adolescent Mental Health Service

Some agencies work with the family as well as with school, others share information via school. Updates are given to parents at regular Child Action Meetings. Appropriate professionals are invited to attend these meetings.

#### 8) SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL NEEDS:

Pikes Lane recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Individual healthcare plans are completed to specify the type and level of support required to meet the pupil's medical needs. Healthcare plans are used by school to:

- inform the appropriate staff about the individual needs of a pupil with a medical condition in their care
- detail when and the how the pupil needs to take or administer their medication
- identify common or important individual triggers at school that bring on symptoms and can cause emergencies. Pikes Lane uses this information to help reduce the impact of triggers
- ensure that medication is stored correctly and within its expiry date
- where pupils also have SEN, their provision is planned and delivered in a coordinated way with a healthcare plan

#### 9) MONITORING AND EVALUATING SEND:

Pikes Lane regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, teachers' planning and provision detailed in intervention/ provision maps. In addition, termly quality of teaching (QOTs) involving lesson observations, book scrutiny, pupil voice and data analysis take place. Progress of children with SEND is monitored through half termly pupil achievement meetings.

## 10) TRAINING and RESOURCES:

The SENDco has been in role since September 2017. The new SENDco and EY SENDco will be starting the NASENCO training in September 2017.

The current SENDco has attended Local Authority courses on SEND updates and provision. This year the current SENDcos will continue to work with the Bolton SEN service and continue to attend cluster meetings. Mrs S Long will also work closely with Miss R Haydon in her role as EY SENDco. Miss R Haydon has completed the Bolton Authority 4 day Early Years SENCO training.

Staff receive regular updates on SEN reforms and practice through Professional Development Meetings and in house training sessions are arranged each year. The SENDcos meet regularly with new members of staff as part of the school's induction programme, to discuss their roles and the whole school approach to providing high quality provision for children with a special educational need. S Long leads inclusion surgeries termly throughout the year, during which children with specific needs are discussed, progress is tracked, targets are set, interventions are planned and strategies to support staff and children are shared. The EY SENDco observes SEND children within the key stage and offers advice or strategies for staff to support them to make progress. She also uses this information to inform writing Early Help Forms as appropriate.

Teaching assistants receive regular training focusing on the different needs of SEND, each academic year, for example 'The Quiet Child', 'SPLD' and 'Lego Therapy'. A staff audit is also completed to identify training needs. Teaching Assistants then cascade all training information to all other teaching assistants. This ensures the up skilling of all teaching assistants, sustainability and provision is carried throughout the school. It also ensures that lots of staff and therefore children benefit from this training. There are a number of Teachers and TAs fully ELKAN trained who support children and lead interventions based around the development of language and communication. We have a 'Communication Champion' who works within our Early Years setting targeting early identification and intervention.

Additional provision for a child with SEND may include: TA support, intervention groups, specific resources, differentiated curriculum, multi-sensory approach or a reduced timetable.

Where appropriate, the EY SENDco would apply for Pre-School Inclusion Supplement to benefit a child with SEND. The process for gathering information would be in line with the LA guidelines.

## 11) ROLES AND RESPONSIBILITIES:

### **Governors**

The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2014. They maintain an oversight of this policy, the schools

approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Governors with responsibility for SEN is Mrs. J. Potter. The SENCO meets with the governors termly to discuss relevant SEN issues and to update the governors on recent government changes/reforms within SEN. The SENCO also submits termly data to the governing body as well as an annual detailed report to governors at the end of the Summer term.

### **The Head teacher**

The Head teacher has responsibility for the day to day management of provision for all children including children with SEN. She will keep the governing body informed and work closely with the SENCO. The Head teacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the designated Child Protection officer and responsible for pupil premium/looked after children funding.

### **The SEND co-ordinators**

The SENDcos have a fundamental role to play in providing for the SEND child's needs. It is their responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEND is employed correctly and to monitor and evaluate the school's provision.

The SENDcos will also:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Ensure the school's SEND Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Early Help Forms are complete and that the school's SEND records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of existing Statements/Education and Health Care Plans and ensure these are being met.
- Purchase or liaise with subject co-ordinators in purchasing adequate resources to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of school's SEND processes.
- Attend training and cluster meetings to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support/teaching assistant timetable regularly with the Head teacher in line with current pupil needs.

## **SEND Teaching Assistants**

SEND Teaching Assistants may be either employed by school or the LA and have a crucial role to play in SEND provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. Class teachers involve SEN Teaching Assistants in the planning process. SEN Teaching Assistants are informed of learning objectives for each activity, the needs of individual children, and their targets as identified through assertive mentoring.

It is the responsibility of the SEN Teaching Assistants to provide feedback to the class teacher on the progress of individual children.

### **Class Teachers**

A whole school approach is fundamental to the schools policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff through SENCO surgeries on identifying, assessing and providing appropriate provision to meet a child's needs.

### **Partnership with Parents**

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through PAMS meetings, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in partnership.

It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external influences which may be affecting their child. A child's strengths will always be discussed as well as their difficulties. Parents are asked to contribute to the child's learning/behaviour targets at home.

## **12) STORAGE AND MANAGING INFORMATION**

Information collected about a child's SEND will be treated as confidential and stored by the SENDcos. Information will only be communicated to external agencies with the knowledge and agreement of the child's parents once an Early Help Form is completed with the family.

Confidential information regarding a child's SEND is kept in the SENDco file in a locked office. The file and confidential information from it should not be removed without permission.

Information is shared with new settings when a child with SEND leaves Pikes Lane by liaising with the new SENDco and other appropriate professionals. This is done in consultation with parents. Where possible, transition visits and meetings are arranged.

### 13) REVIEWING THE POLICY

This policy will be reviewed annually in line with the 2014 Code of Practice by the SENCO, SEND/Inclusion Governor and SLT. All stakeholders will have contributed to this policy through parental/pupil voice.

### 14) COMPLAINTS

The School follows Bolton's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary involving the Head teacher. More complex issues may be referred to the Parent Partnership service. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

### 15) EQUALITY OBJECTIVES AND ACCESSIBILITY PLAN 2015-2016

Everyone has the right to be treated with dignity and respect.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

#### **Planning Duty 1**

*Increasing the extent to which disabled pupils can participate in the school curriculum*

#### **Planning Duty 2**

*Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services*

#### **Planning Duty 3**

*Improve the delivery of information to disabled pupils (and parents)*

*This plan relates to the following articles:*

#### **Article 23 – the right to special education and care if you have a disability**

##### **Introduction**

Deciding on and meeting our Equality objectives will require ownership by Governors, senior leaders, all staff, the school community and learners.

We will mainstream equality issues by:

- Paying due regard to equality issues within all our key policies, planning, decision making processes and performance management
- Ensuring that our planning contributes towards our equality objectives
- Ensuring that arrangements are in place to monitor and report on our progress against our objectives
- Ensuring that we engage effectively with our children, staff, parents and local community in planning, delivering and monitoring objectives.

<b>Objective</b>	<b>How will it be implemented?/ Implications for budget/ Lead</b>	<b>How will it be monitored and information used to develop later objectives?</b>
Ensure disabled pupils are included in PE lessons	Inclusion leaders, PE teacher and, where appropriate, physiotherapist or occupational therapist to offer advice or strategies to staff	PE subject lead to gather feedback from SNAs on participation levels
Teachers and TAs to have necessary training and support to teach and support pupils with a range of disabilities including emotional, social and behavioural difficulties.	Updated training for all staff on behaviour annually, involving Behaviour Support Service where appropriate	Pupil welfare committee to monitor levels of exclusions and behavioural records
The school grounds are organised for disabled pupils, staff and parents	Doorways and corridors are wide enough for wheelchair access. There is either flat access or ramps available to access school grounds and each doorway. Classroom layout is considered for wheelchair users, or those with limited mobility. There are disabled car park spaces available.	Inclusion leaders and SNAs to oversee transition
School visits are accessible to all	Ensure the appropriate coach company is booked for trips and a pre site visit is carried out	Governors to be aware that all children have accessibility to visits
ICT equipped with appropriate software to support children's learning	Computing lead to liaise with Ladywood to ensure apps are accessible for children with SEND and/or EAL	Inclusion leads to ensure the appropriate use and access arrangements for SEND/EAL
Ensure equality of access to toilets in school	EYFS toilets are gender non specific KS1 and KS2 have equal amounts of boys and girls toilets Increase number of EYFS toilets	Business manager and site manager to liaise re building work

	There is a toilet with wider access near the Cummunity Room and Caterpillars Room	
Ensure equal access to sporting activities	Increase opportunities for girls' participation in extracurricular sports	PE lead / Extended services manager to monitor extracurricular activities, including analysing registers
Evaluate reading materials in school library considering Equality Act 2010	Reading lead and PSHE lead to source books that reflect different families (including, but not limited to, LGBT backgrounds, single parents or children living with grandparents)	Teaching and Learning committee to work with Finance committee to ensure appropriate funds are allocated to spend on resources.
Monitor racist, homophobic and/or bullying incidents	Staff to receive updated training on dealing with incidents annually All staff to record on appropriate forms and share with leadership team at weekly Personal Development, Behaviour and Welfare meetings (as appropriate)	Extended services manager to monitor
Update training for all staff on LGBT	Extended services manager has attended LGBT training and will disseminate to all staff. She will also disseminate expectations of Equality Act.	Full Governors to be aware of duties regarding Equality Act

### **British Values**

- *At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:*
- *Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.*
- *These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.*
- *We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.*

**Signed:**

Mrs S Long  
Assistant Headteacher/SENCO

Miss R Haydon  
Head of EYFS & Inclusion (EYFS)

Louise McArdle  
Head teacher

**Date: 23.9.17**

**Review: 23.9.18**