

Locking Primary School

SEND Policy



Head Teacher: Mrs Joanne Jones

SENCO: Mrs Joanne Jones

Designated Governor for SEN: Mrs Marion Dumbell

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs and Disability Code of Practice April 2015.
- LA Policy and Guidelines.
- Accessible Schools 2002.

Rationale:

At Locking School we recognise and fully support the statutory rights of all pupils to equal opportunities in educational provision. It therefore follows that all children should receive a broad and balanced curriculum which is relevant to their individual needs. Locking Primary School is committed to ensuring that all pupils with Special Educational Needs can fulfil their potential and achieve optimal educational outcomes.

Aims and Objectives:

To reach high levels of achievement for all.

To be an inclusive school.

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.

To meet the individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from all pupils, parents and carers.

To share a common vision and understanding with all stakeholders.

To give transparent resourcing to SEND.

To provide curriculum access for all.

To work towards inclusion in partnership with other agencies and schools.

To achieve a level of staff expertise to meet individual pupil needs.

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

The staff of Locking Primary School firmly believe that all members of the school should be treated with respect, have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Admission arrangements

No pupils will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. This will be done in consultation with pupils, parents, school staff and LA representatives.

Equal opportunities

The staff at Locking Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential regardless of age, ability, religion, gender or culture.

Roles and responsibilities

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the schools work.

The day to day implementation of the policy has been delegated to the SENCo.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet needs. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an EHCP. A positive and sensitive attitude is shown towards all pupils by adults in school.

SENCo

The role of the SENCo involves:

- Overseeing the day to day operation of the SEND policy.
- Communicating appropriate budget allocations to meet SEND.
- Communicating changes and legal requirements for staff, parents and governors.
- Coordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with and advising teachers whenever necessary.
- Monitoring and evaluating the quality of provision.
- Overseeing the records of all children with SEND.
- Maintenance of the SEND register.
- Liaising with parents of children with SEND.
- Organising appropriate training and or delivering INSET in order to meet the needs of staff.
- Liaising with external agencies including LA support.
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated.
- Overseeing the pupil profile, IEP and review process for all pupils.

Teachers and Support Assistants (Quality first teaching)

Teachers and support assistants will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND.
- Work with the SENCo to decide the action required to assist the pupil to make progress.
- Work with the SENCo to collect all available information on the pupil.
- Develop and review IEPs and or Provision maps for pupils.
- Work as required with SEND pupils to ensure intervention programmes set out in IEP covered.
- Develop effective relationships with parents.
- Encourage pupils to participate in decision making and target setting.
- Be involved in the development and review of SEND policy.
- Continuously assess pupil progress and identify next steps to learning.

Identification and Assessment

Pupils needs should be identified and met as early as possible. The SEND Code of Practice 2014 outlines four areas of need. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may impact on progress.

- Communication and Interaction (C and I) – *Children may have speech and language delay, impairments or disorders, specific learning difficulties eg dyslexia, dyspraxia, autistic spectrum disorder.*
- Cognition (cog) – *Children may demonstrate features of moderate, severe or profound learning difficulties and require specific programmes to aid progression.*
- Social Emotional and Mental health difficulties (SEMH)- *Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/ or present challenging behaviours.*

- Sensory and / or Physical (S/P) – *Children may have profound and permanent deafness or visual impairment or temporary levels of loss. They may have physical impairments, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.*

Partnership with Parents / Carers

Locking Primary School aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents / carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focussing on the child's strengths as well as areas of additional need.
- Allowing parents / carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of Parent Partnership services which may be available.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate pupils will be involved in the monitoring and review of their progress.

Code of Practice

Locking Primary School adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

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. Parent will be informed of the actions and results.

Placement of a pupil on the SEN support list will be made by the SENCO after full consultation with parents at an IEP review. External support services may advise on targets for a new action plan and provide specialist inputs to the support processes.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil still makes little or no progress in specific areas over a long period

Special Provision

Locking Primary School has the following special facilities:

- Disabled lift
- Disabled toilets with hand rails.
- One disabled toilet with a hoist (currently decommissioned)
- Blinds and curtains in classrooms to reduce glare.
- Ramps to the entrances of the school.
- Individual adaptations will be made to meet individual needs ie wobble cushions, individual work stations, eating resources etc.

Curriculum access and provision

In order to meet the learning needs of all pupils, teachers differentiate work, targets, support. The range of provision may include:

- In class support for small groups with a Teaching Assistant.
- Small group withdrawal with TA, LSA, CT or LM.
- Individual class or withdrawal support.
- Further differentiation of resources and support.
- Assertive mentoring support.
- Actions plans and IEP targets.
- Interventions as appropriate.
- Staff development to undertake more effective strategies.
- Access to specialist teaching and VLS services for advice.

Monitoring Pupil Progress

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

- Narrows that 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.
- Show improvements in the pupils behaviour.

Writing Individual Education Plans

IEPs will be written and reviewed three times a year and will only record that which is additional to, or different from, the differentiated curriculum. The delivery of the interventions recorded on the IEP is the responsibility of the class teacher. IEPs include:

- Up to three short term targets relating to addressing the key barriers to learning.
- Success criteria.
- Pupil (where appropriate) and parental comments.
- The teaching strategies to be used.
- The provision to be put into place.
- Timescales to achieve targets
- Date when plan to be reviewed.
- Outcomes after review.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND support the pupil remains a significant cause for concern. A statutory assessment may also be requested by a parent or outside agency.

Education Health Care Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHCP.
- Of shorter term.
- Established through parental / carer consultation.
- Set out in an Action Plan.
- Implemented in the classroom

- Delivered by the class teacher with additional support where specified.

Reviews of an EHCP

EHCPs must be reviewed annually. The SENCo will organise these reviews with the aims being to:

- Assess the pupils progress in relation to the objectives on the EHCP.
- Review the provision made to meet the pupils needs as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it.
- If appropriate to set new objectives for the coming year.

At Key Stage Phase Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year.

Within the time limits set out in the Code, the SENCo will complete the annual review forms and send, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Education of Pupils with Medical Needs

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health.

Schools should;

- Notify the LA if a pupils is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's educational progress.
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head Teacher / SENCO. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the school will provide advice on proceeding with the Complaints Policy.

Review of the SEND Policy

This policy was developed through consultation with staff and Governors. Locking School considers the SEND Policy document and annual report published on the website, to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. This policy should be read in conjunction with policies for: single access, inclusion, complaints and teaching and learning.

This policy was written April 2016 and should be reviewed April 2017

Head Teacher: Joanne Jones

SENCO: Joanne Jones

SEN Governor: Marion Dumbell