CROSSFLATTS PRIMARY SCHOOL

Special Educational Needs Policy

Date Approved:	**11th May 2018**
Date for Renewal:	**May 2019**
Signed by Chair of Governors:	*Mary Morgan*
Signed by Headteacher:	*Nicola Bennett*

Special Educational Needs Policy

This policy is written in line with the SEN code of practice 2014.
Further details regarding our provision available at each range is outlined in the local offer along with the descriptors for each area of need.

Mission statement

At Crossflatts Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

Aims

We aim to provide every child with access to an exciting, broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEN as early as possible.
This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils.
To aid the identification of pupils with SEN all children are closely monitored in terms of progress. Data is gathered each half term. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
This will be co-ordinated by the Inclusion manager and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents
To gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies
When the pupils' needs cannot be met by the school alone, additional support would be sought from the most appropriate agencies. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS.

Create a school environment where pupils can contribute to their own learning.
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and buddies in the playground.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Bradford's SEND Local Offer website.

Areas of Need

Special Educational Needs are broadly grouped into 4 primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed. At Crossflatts Primary School every child is considered as an individual and provision is arranged on this basis. The local offer gives further elaboration.

- Communication & Interaction
- Cognition & Learning
- Behavioural, emotional and social development
- Sensory and physical needs.

<u>Identification and assessment</u>

At Crossflatts Primary School, we identify children with SEN as early as possible, through initial contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline assessments / observations
- Development matters
- the P scales
- termly assessments of progress
- teacher assessment
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the P scales for children working below National Curriculum
- termly diagnostic assessments of progress in Years 3, 4 and 5 in English and Maths
- teacher assessment for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

The "triggers" for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

- baseline scores indicating poor early learning skills at the start and end of Foundation Stage.
- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
    - the child is working at a level below the national expectation for that Year group
    - the attainment gap between the child and their peers is getting wider.
    - a previous rate of progress is not being maintained.
    - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School staff

Range 1 - QFT

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being, they will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being, they will share their concerns with the Inclusion manager and the staff who have responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

Range 2

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the Inclusion Manager look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An action plan is written by the class teacher for the child. This sets out the learning or behavioural targets (usually up to 3/ 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language. This will be shared with parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or Inclusion Manager. At Range 2 additional advice may be sought from external agencies.

Range 3

If a child continues to make inadequate progress at Range 2 the Inclusion manager will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from the LSS. With their help strategies which are **additional to or different from** those Range 2 will form the basis of future IEPs.

At the level of Range 3 parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEN funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually by letter or telephone calls from the Inclusion manager.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

a) to reduce the amount of help.
b) to continue with the existing level of help with new targets being set.
c) to increase the level of intervention if there has been little progress.

Range 4 - Request for EHCP

A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: Parents, Teachers, Inclusion manager, Social Care, Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education Health Care Plan

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet their needs. The LEA provides the school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a statement when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan drawn up by the school and specialists either from the LA or the medical services.

Education Health Care Plans are reviewed formally on an annual basis where all parties involved discuss the plan and make necessary amendments.

Involvement of outside agencies

For those children with EHCPs the involvement of outside agencies is specified on the plan. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities
- the Medical services, including CAMHS
- Children's Services (Social Services), especially for Looked After children

Liaison within the school

The Inclusion manager shares information about pupils with SEN with

- class teachers and TAs
- the Senior Management Team
- the member of staff responsible for child protection issues
- the school's Learning Mentor /PP

Monitoring Provision

Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used consistently and effectively throughout school.

All teachers keep an SEN file for their class. This file will contain all key documents in relation to any children with an additional need.

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LEA and Medical Services. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The Inclusion Manager will regularly attend courses on SEN issues run by the LA. They will also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect children with SEN. The Inclusion manager attends the local SENCO 4LC network and cluster meetings to discuss local and LEA issues which affect SEN provision. The LSAs employed by the school also attend courses run by the LEA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate. LSA's attend regular conferences to develop skills and good practice.

Pupil Premium

The government has allocated our school a sum of money which is called the "Pupil Premium". This is to improve the educational outcomes for particular students. The three identified groups are; students who are entitled to free school meals, students who have a parent working for the armed services and those children in local authority care. Any child who has claimed free school meals in the past 6 years is also entitled to this funding, this is called 'Ever 6'.

It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The respective children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential.

Further details about the allocation and success of the pupil premium spending can be found in the document 'Reflecting on our practice.

Links with other schools

The Inclusion manager and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school. When a child already has a EHCP, they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting. At Y6 transition the Inclusion manager provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For statemented (EHCP) pupils the Inclusion manager arranges a meeting with the Inclusion manager from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition.

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

Partnership with children

We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. Children personalise their own plans and can discuss their learning targets with confidence.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.

Designated Specialist Provision

We are very fortunate to have a specialist provision for autism and communication difficulties, on site. This specialist provision offers a specialist environment and access to specialist teaching and support. At present we have a 14 place provision. Additional guidance can be found in appendix 1.

Exclusion

Only in extreme circumstances will the exclusion of a child with SEND be considered. Repeated incidents of aggressive and physical behaviour towards other children and staff cannot be tolerated. In the first instance a child may be internally excluded. If behaviour is repeated over a period of consecutive days then exclusion may be the final consequence. The level of the behaviour and the need for exclusion would always be carefully considered by the SLT and the final decision would lie with the Head teacher. Communication with parents would be open and frequent to ensure they were aware of the very difficult behaviour which was being managed. A meeting would be held with the Head teacher and key members of staff, along with the parents, to discuss the exclusion and return to school.

Types of exclusion - There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion - A fixed period exclusion is where a child is temporarily removed from school. They can only be removed for up to 45 school days in 1 school year.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange full-time education from the 6th school day.

Permanent exclusion - Permanent exclusion means a child is expelled. The local council must arrange full-time education from the 6th school day.

Monitoring the success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at statement and ESAP levels

Evaluating the success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs at ESAP and statementing levels.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

Date of Policy – 11th May 2018

Inclusion manager - Claire Thirkill

Head Teacher – Nicola Bennett

SEN Governor – Alycia Dray