

**PENWORTHAM PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY – Update Summer Term 2016**

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School Values

At Penwortham School we recognise the diverse nature of learning needs and aim to ensure all pupils, including those with SEND, have their needs met through a broad and balanced education. Every teacher within our school is a teacher of all pupils, including those with Special Educational Needs. Pupils with SEND engage in all activities within school so far as is practical and compatible with their needs being met. Our curriculum aims to be fully inclusive and provides all children with the opportunity to fulfil their potential.

Definition of Special Educational Needs

The 2014 Special Educational Needs and Disability Code of Practice (p15) states:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

“A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

“A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).”

Broad Guidelines

This SEND policy has been based on principles contained in the school’s aims. These principles emphasise valuing each individual and fulfilling their potential through a broad, balanced curriculum suited to their needs.

The 2014 Special Educational Needs and Disability Code of Practice also stresses the need for a broad, balanced education for pupils with special educational needs, and recognises the need for close links between parents, schools, the Local Authority and all agencies involved in the welfare of pupils.

Aims

At Penwortham Primary we recognise the following principles:

- The Government's aim for every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- For school staff to have good relationships with other practitioners such as social workers, nurses, GPs and educational psychologists.

- That we aim to enable all children to fulfil their potential and contribute to the life and work of the school.
- That all children have individual and different needs and abilities which are to be valued.
- That all our children are entitled to receive a broad and balanced curriculum relevant to their needs.
- That children with SEND are entitled to receive the necessary provision and care required to meet their needs and enable them to take a full and active part in school life.

Objectives

- To ensure that the special educational needs of children are identified, assessed and provided for in accordance with the Code of Practice as early as possible in their school career, enabling all children to have full access to all elements of the school curriculum and school life.
- To review and modify provision as necessary in consultation with parents, children and professionals.
- To meet the needs of children with SEND as far as possible within a mainstream setting.
- To provide quality of learning opportunities for children with SEND with a view to promoting a positive self image and self worth, developing their levels of achievement and maintaining a positive attitude to school life.
- To make clear expectations of all partners in the process.
- To provide support and advice for all staff working with special educational needs pupils
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To achieve a level of staff expertise to meet pupils' needs.

This policy has been developed through consultation between governors, headteacher and SENDCO, in line with the 2014 SEND Code of Practice. It details how Penwortham Primary will do its best to ensure that the necessary provision is made for any pupil with SEND and those needs are made known to all who are likely to teach them.

Inclusion

Penwortham strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all children
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all.

Management of Special Educational Needs within School

Around 20% of children may have special educational needs at any time during their school career. Sometimes these are temporary; others last longer, even a lifetime. In line with our school's commitment to 'quality first' teaching, all staff are responsible for meeting the needs of all pupils, regardless of differences. Provision for children with special educational needs is a matter for the whole school.

Roles and Responsibilities

Governing Body

- To do their best to secure the necessary provision for any pupil of the school with identified SEND
- To appoint a member of the body to be named as the person with special responsibility for SEND
- To ensure that SEND is given a sufficiently important place in considering the staffing and financial resources of the school
- To be kept informed of development in the school's SEND policy and practice and participate in reviewing these
- When necessary, or desirable, in order to co-ordinate provision for pupils with SEND will consult with LA, Headteachers and/or Governing bodies of other schools and external agencies.

Headteacher

- Day-to-day management of all aspects of the school's work including SEND provision
- Ensuring adequate resourcing of SEND
- Liaising with LA and external agencies
- Provision of leadership to provide a whole school approach to the operation of the policy
- Provision of time for the SENDCO to carry out the role
- Liaising with the Governing Body

SENDCO/INCO

- Overseeing development and review of policy
- Managing the day-to-day operation of the SEND policy
- Supporting, liaising and advising teaching and non-teaching staff
- Co-ordinating provision for pupils with SEND, including scheduling and chairing necessary annual reviews
- Devising and monitoring personalised learning programmes in discussion with colleagues
- Provision mapping for all pupils with SEND and overseeing implementation and delivery
- Maintaining SEND register
- Collecting, recording, updating and overseeing records of children with SEND
- Supporting and liaising with parents
- Contributing to staff and governors' meetings
- Organising and contributing to staff training and leading staff meetings
- Collecting and overseeing provision of resources
- Collecting evidence required by LA for funding or assessment
- Completing the documentation required by external agencies and the LA
- Monitoring and evaluating provision and progress of children with SEND
- Liaising with external agencies including high school SEND departments to ensure smooth transition to Year 7.
- Overseeing implementation of recommendations of external agencies
- Carrying out assessments as appropriate to determine children's needs

All Teaching Staff

All teachers are teachers of children with special educational needs and such children are, therefore, a whole school responsibility. Teachers' specific responsibilities vary according to circumstances but their general responsibilities with regard to SEND, taken from the relevant DfE Teachers' standards are as follows:

1. Set high expectations which inspire, motivate and challenge pupils

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons

7. Manage behaviour effectively to ensure a good safe learning environment

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

Teachers must also show an awareness of the school's procedures for children with SEND and have involvement in:

- Implementation of the SEND policy
- Identification of pupils with SEND
- Gathering information
- Planning provision
- Personalised planning for those children requiring individual support
- Planning, monitoring and evaluating individual targets
- Keeping up to date records
- Differentiating activities as appropriate
- Adapting teaching strategies

- Providing additional resources to support learning
- Reviewing and planning with TAs
- Providing a supportive and encouraging environment for all children
- Liaising with parents and carers as well as external agencies and colleagues, where necessary
- Attending reviews as required
- Attending INSET and training sessions

At the heart of each classroom is a continuous cycle (Assess, plan do, review), which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated approach to children's special educational needs as outlined in the Code of Practice. The class teacher usually makes an initial identification and informs the SENDCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

Teachers will follow a graduated approach to enable all children to access the curriculum. Each stage of the approach must be addressed as appropriate. The first two stages are the responsibility of the class teacher, who will lead liaison with the SENDCO, and report through class progress reviews.

If, despite these stages, children fail to make progress in their learning, the class teacher will have a discussion with the SENDCO to decide whether it is appropriate to provide additional specific intervention.

If after specific targeted intervention takes place and children still fail to make progress, another discussion will take place to decide if external agency input is required and whether to place the child on the SEND register.

Each of these stages can be accessed at any time if appropriate. All decisions will be evidence-based and tracking data is vital at every stage in this process.

1. Quality First Teaching

Teachers will ensure that first and foremost they provide Quality First Teaching for all children. This may mean making reasonable adjustments to their teaching and/or classroom environment to enable children to participate and access the curriculum. This may be differentiation of task or providing additional resources such as writing frames or word mats.

2. Enhanced Quality First Teaching

Teachers may need to adapt their teaching and/or classroom environment further to ensure that children make progress. This may be further differentiation, extra practice of a certain skill or increased adult support from a teacher or teaching assistant in a specific subject.

3. Intervention

The SENDCO will take the lead in coordinating additional or different provision within the school to enable the child to learn more effectively. Staff will work closely to devise a learning programme, based on assessment, that outlines specific measurable targets and strategies to meet them. The child's progress will be carefully monitored and targets will be reviewed regularly.

4. Cause for Concern

For those children whose progress continues to cause concern, the school may seek parental consent to request support and advice from outside agencies (e.g. Educational Psychologist, School

Nurse, Speech and Language Therapist). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies. At this stage it may be appropriate to draw up a Pupil Profile. The profile will contain more detailed targets and will be reviewed regularly, possibly in consultation with outside agencies.

5. High Needs Funding and Statutory Assessment

Where a request for high needs funding is made by the school to the Local Authority (L.A), the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through provision at earlier stages of the Graduated Approach. The school will be required to submit a costed plan outlining where additional funding would be spent to enable the child to make further progress. If a child's progress continues to be a cause for concern after all of the above has been provided, the school can request statutory assessment which involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. If it is deemed necessary, the LA may provide an Education Healthcare Plan, which will be subject to a formal annual review.

The four broad areas of need

The school will plan for pupils according to their need. These are categorised broadly as

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and mental health difficulties
- Sensory and/or physical

However, in practice, individual children have needs that cut across all these areas and their needs may change over time.

Monitoring and Evaluation

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help above and beyond that which is normally available within the particular class or subject. The key criteria for action is evidence that current rates of progress are deemed inadequate within our school assessment and tracking system.

The SENDCO monitors the movement of children within the SEND system in the follow ways:

- All children including those with SEND are assessed every half term in Reading, Writing and Maths. Progress reviews are then held with a member of the SLT where an action plan is agreed.
- Children on the SEND register have IEPs which are reviewed half termly.
- Additional support may be bought in from either IDSS or Acorn Psychology, if when reviewing IEPs, the pupils are not making expected progress.
- Children with Statements of Education may have one to one support or work within small groups and as much as possible within the classroom setting in order to promote our positive ethos on inclusion.

Provision maps and Pupil Profiles are working documents, and an integral part of the planning, learning and teaching and assessment process. They are reviewed and updated in consultation with staff. The SENDCO works closely alongside all staff to ensure provision is effective and provides staff

with regular summaries of the impact of the policy on the practice of the school. The SENDCO and headteacher work closely together to review the work of the school in this area.

An annual written report is prepared for Governors outlining pupil progress and other issues that may have arisen regarding SEND. The designated SEND Governor keeps an overview of the SEND provision being made.

Nature of Intervention

The SENDCO and the child's class teacher will decide on the action needed to help the child progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- working with parents/carers to help them support their child at home
- extra time from the SENDCO to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment.

Partnership with Parents/Carers

The school will have regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

We aim to work in partnership with parents/carers. We do so by:

- keeping parents/carers informed and giving support during assessment and any related decision making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- making parents/carers feel welcome and valued
- encouraging parents and carers to inform 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
- focusing on the child's strengths as well as areas of need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- seeking their views in preparation for the annual review meeting.

Parents of pupils with SEND are also encouraged to contact the SENDCO at any time.

If a pupil is referred to an outside specialist, the parents are always included in the feedback. They will attend meetings with the specialists concerned, and their views, advice and co-operation sought.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Children with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. Where appropriate, they will be

encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition process. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self evaluation)
- share in individual target setting across the curriculum
- self review their progress and set new targets

Small group and 1:1 teaching also give rise to spontaneous comments and discussions which help school and pupil to communicate effectively.

Partnership with external agencies

Penwortham Primary is fortunate in having excellent working relationships with a range of outside specialists. Any one or more of the following agencies may be involved (with parents'/carers' permission only). The following list is not exhaustive:

- Lancashire IDSS (Inclusion and Disability Support Service)
- Educational Psychology Service
- Speech and Language Service
- Occupational Therapy
- Educational Welfare Service
- Parent Partnership Service
- School Nurse
- Community Paediatricians
- Behaviour Support Team
- Barnado's
- The Coppice School

Accessibility

The school is single level, with ramped access throughout. Two accessible toilets are currently provided, one in each wing of the school building.

The school aims to provide full access to all resources and learning opportunities for all of its users.

Within the academic year 2015/16, the school accessibility audit is being updated. The Governing Body Premises, Health and Safety Committee will then ensure that any actions recommended are actioned within future School Development Priorities. £1500 is to be budgeted for this purpose during the 2015/16 financial year. However, the Governing Body is committed to providing adequate resource to make any necessary reasonable adjustment to the fabric or resources within the school so that individual needs can be met.