

# Buckshaw Primary School



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY**

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SENCO Trainee: Mrs I Albustany

Email: [Ikram.boutarfa@buckshaw.lancs.sch.uk](mailto:Ikram.boutarfa@buckshaw.lancs.sch.uk)

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## AIMS

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular activities
- enabling each pupil to partake in and contribute fully to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- Monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND

- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing IEPs and Pupil Profiles

School website: [www.buckshaw.lancs.sch.uk](http://www.buckshaw.lancs.sch.uk)

Policy last reviewed: 27<sup>th</sup> May 2019

## OBJECTIVES

- identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide 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
- provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with pupils with special educational needs

## TYPES OF SEN

**SEN is divided into four areas:**

### ***Communication and Interaction***

This includes children with speech and language delay, impairments or disorders and specific learning difficulties such as dyslexia, dyscalculia, dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

### ***Cognition and Learning***

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dyspraxia.

- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

· Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and will not automatically lead to a pupil being registered as having SEN.*

*Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

*Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

### **Disability**

Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions e.g. asthma, diabetes, epilepsy and cancer.

Children with such conditions do not necessarily have SEN but we need to realise that there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled children.
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

### **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The school uses the Lancashire SEND Pathway recommendations and guidelines to record and maintain information about the identification, assessment and provision for each pupil.

A register is kept of pupils with SEND and is reviewed termly.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties as outlined in Supporting Special Educational Needs in Lancashire Schools descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year.

For pupils with Education, Health & Care plans (formerly Statements); an annual review meeting has to be held in addition to this. Pupil Profiles and IEPs are used to record additional provision for pupils on the SEND register.

## **A GRADUATED APPROACH TO SEN SUPPORT**

At Buckshaw, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching along with differentiated activities for individual pupils is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry along with liaison with staff from previous settings. Staff will visit and attend meetings for pupils who have an identified need and work together to allow a smooth transition into school.

Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress will be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the *graduated approach*. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

## **ASSESSMENT**

In identifying a child as needing SEN support the class teacher, working with the SENCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment using Key Learning indicators of Performance in Primary Schools (KLIPS), their previous progress and attainment. Alongside this the views and experience of parents, the pupil's own views and, if relevant, advice from external support services will be considered. School will take seriously any concerns raised by a parent. These will be recorded and compare in line with our own assessment and information on how the pupil is developing. As part of this information gathering process the school can access information and advice from SEND traded services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform any assessments. Where professionals are not already working with school staff the SENCO will contact them (with parental consent).

## **PLAN**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified usually by letter. The teacher and the SENCO will agree, in consultation with the parent to any interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. The class teacher and support staff will select individual targets to form part of a personal profile or IEP and where appropriate, will seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

## **DO**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **REVIEW**

The effectiveness of the support, the interventions and their impact on the pupil's progress will be reviewed in line with the agreed date which is usually termly.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

The class or specialist teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Assistant Head and SENCO.
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal.

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND Register will have an IEP and/or a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child.

The support provided is then recorded and costed out on the school's Provision Map. The SENCO along with an Assessment Coordinator will be responsible for keeping this up to date.

Written evaluation of IEPs and pupil profiles will take place termly. Class teachers are responsible for evidencing progress according to the outcomes described in the plan and will need to inform parents of progress made.

The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

## **SPECIALIST SUPPORT**

School may involve specialists at any point to advise them on early identification of SEN and offer advice on effective support and interventions. This will also include discussion with the Educational Psychologist either as a cluster group consultation or as an individual depending on the type of need the child has.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those within school or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

## **EDUCATION, HEALTH AND CARE NEEDS ASSESSMENTS**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care (EHC) needs assessment. This will take place following Lancashire Education Authority guidelines and the SEND reforms (2014).

The SENCO will complete a CAF (Common Assessment Framework) and a nominated person or Lead professional will be identified. Team around the Family (TAF) meetings will be held as deemed appropriate. The 'One Page Profile' will be completed as part of this process. At this point, following TAF meetings, a request could be made for Statutory Integrated Assessment (SIA). This would then lead to an assessment from the Educational Psychologist. All documentation will then be collated and a request for Integrated Assessment will be made. Depending on the outcome a plan coordinator will then present the case to a meeting of professionals who will then decide if an EHC plan along with an agreement plan is needed. A budget is agreed and the EHC plan is then drafted in coordination with the child, professionals and parents. Once a draft is discussed and approved this then becomes the EHC plan.

## **CRITERIA FOR EXITING THE SEN REGISTER**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING PUPILS AND FAMILIES**

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the class teacher to assess pupils' eligibility for access arrangements.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions will be supported so that they have full access to the curriculum, including school trips and physical education. Some children 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **MONITORING AND EVALUATION OF SEND**

Pupils are regularly monitored and pupil profiles and IEP/IBPs evaluated termly. Provision offered is discussed with the class teacher and TAs. It is then decided whether to continue or to find an alternative strategy or intervention to support individuals. This will be indicated on the Provision Map.

The SENCO will regularly audit provision and will meet with parents to discuss their views alongside the views of staff and pupils.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCO regularly attends the Lancashire SENCO Cluster meetings in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview and have an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of others
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2001) and SEND reforms 2014.
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in the 'All About Me' self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo
- The deployment of all special educational needs staff within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted

- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, (IEPs) and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of TAs in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year KLIPS, SATs, PIVATs etc
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation

**Class teachers** are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

**Teaching Assistants** will:

- Be fully aware of the school's SEND policy and the procedures for identifying,
- Assessing and making provision for pupils with SEND, use the school's procedure for giving feedback to teachers about pupil's progress.

TA's work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing IEPs and monitoring progress.

## **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the Assistant Head's office; these cabinets are locked overnight. SEND records will be copied, stored securely and then passed on to a child's next setting when he or she leaves Buckshaw. The school has a confidentiality policy which applies to all written pupil records.

## **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase, over time, the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Buckshaw's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "Policies" tab.

## **DEALING WITH COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website under the "Policies" tab or available from the school office.

## **BULLYING**

At Buckshaw we follow the guidelines as set out in the School's Anti-Bullying policy. Using Social Emotional Aspects of Learning (SEAL) in PSHE lessons allows all pupils to be understanding of individual needs including pupils with SEND. Pupils are taught to be tolerant of each other and to include everyone no matter what their ability or need. All pupils feel safe and know they can seek advice from all adults in school if needed.

## **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy

- Managing Medical Conditions in School policy
- Personal Care policy

### **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis. To be presented at the Curriculum and Policy committee on a termly basis.