

Reedley Primary School



SEND Policy

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Mission Statement

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Compliance

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

- Equality Act 2010
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Framework Document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been co-produced by the school's SENDCO and the SEN Governor in liaison with the SLT and approved by staff and the governing body.

Principles & Aims

Team Reedley are committed to meeting the Special Educational Needs and/or Disabilities (SEND) of all pupils in our care and ensuring that they make good progress whilst at our school. Every teacher is a teacher of every child including those with SEND. All pupils at Reedley have the right to a broad, balanced, relevant and differentiated curriculum. We aim to ensure that all pupils with Special Educational Needs will achieve maximum access to this curriculum and make subsequent progress through the co-operation, understanding and planning skills shared by teachers, support staff, support agencies, parents, governors and children.

At Reedley Primary School we strive to raise the aspirations and expectations for all children with SEND, providing a focus on outcomes. We believe in providing every possible opportunity to develop the full potential of all children. All pupils are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Policy Objectives

In order to meet the special educational needs of our children at Reedley Primary School, we aim:

- To work within the guidance provided in the SEND Code of Practice (2014);
- To operate a 'whole school' approach to the management and provision of support for SEND;
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with the SEND Policy;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To provide support and advice to all staff working with children with special educational needs and/or disabilities (SEND);
- To plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning;
- To work in close partnership, where appropriate, with outside agencies to support children who have SEND;
- To provide advice and support for all staff, governors, parents and the wider school community in SEND issues;
- To work in close partnership with parents/carers of children who have SEND;
- To maximise outcome for children with SEND and their families;
- To encourage active involvement by the children themselves in meeting their needs;
- To support the Every Child Matters agenda;
- To recognise, value and celebrate pupils' achievements however small.

Definition of Special Educational Needs

A child has special educational needs and/or Disability (SEND) 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 has a learning difficulty or disability if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special Educational Provision means provision which is additional to or different from the provision made generally for children of the same age in a mainstream school.

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 (Clause 20 Children and Families Bill). 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 Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communications and Interactions

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Children may need support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which 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. 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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND Code of Practice 2014, p97)

Identification and Provision

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. The SEND Provision at Reedley Primary School is based upon the Inclusion statement in the National Curriculum 2014 document:

- Setting suitable learning targets;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Pupil Progress Meetings are held each term. Here, the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- a) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it can be determined the type of provision the child will need going forward.

- e) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being monitored due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

SEND Support

If a child has been identified as having a special educational need or disability, they will be placed upon the Special Educational Needs and or Disability Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEND support. This consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. If good progress is maintained, a child may be removed from the SEND register however their progress will continue to be closely monitored through the graduated approach.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be

administered by the SENDCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENDCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and/or behaviour that is expected and a clear date for review. This will be recorded on an individual education plan (IEP). Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCO will provide strategic support during this stage.

Review

Reviews of a child's progress will be made half-termly. The review process will evaluate the impact of interventions and adjustments. It will also take account of the views of the pupil and parents. This review will be recorded on a child's IEP. The class teacher, in conjunction with the SENDCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need more expert support from an outside agency such as the Specialist Teachers, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

If a child's needs are complex or severe school may suggest that the local authority are requested to undertake a statutory assessment which may lead

to an Education and Health Care Plan (EHCP). This document will describe a child's SEND and the provision recommended. EHCPs can involve the Local Authority (LA) providing extra resources to help a child. These could include financial support for additional resources, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENDCO, LA representatives and other professionals as required.

Partnership with Parents

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's Individual Education Plan (IEP) each half-term and are invited to review progress towards the targets at the class Parent's Evenings and at review meetings. Class teachers and the SENDCO will hold regular meetings with parents and encourage active involvement with the school to help children overcome their difficulties. It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within the Teaching and Learning Policy as well as during reviews of targets, IEP's and Statements/EHCP's.

The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The SENDCO will signpost the SEND Information Advice and Support Service (SENDIASS) to parents of SEN children.

In accordance with the Equality Act (2010), parents can access the school's Information Report on the school website: <http://www.reedley.lancs.sch.uk> and the Local Authority's Local Offer at: <http://www.lancashire.gov.uk/SEND> The school website also provides information and links to local support groups which parents may find helpful.

Admissions Arrangements

The admission arrangements for children with SEND are in accordance with national legislation, including the Equality Act 2010.

There are close links with local pre-schools and nurseries and the school will work in partnership with parents and carers to identify individual learning needs to achieve a smooth transition.

Further Admissions information can be found on the school website: <http://www.reedley.lancs.sch.uk>

Transition

The SENDCO and Foundation Stage class teachers arrange visits to the Early years setting when they are informed of a child with SEND who will be starting school at Reedley Primary School. When a child already has an EHCP or SEND funding in place, the SENDCO and class teacher should be invited to attend the child's Annual Review held during the summer term prior to starting Reedley school.

At the end of each school year, current and subsequent class teachers and other staff involved with the teaching and learning of SEND pupils will meet to discuss the requirements of the current IPP/Statement/EHCP. Children will be given the opportunity to spend time in their new class. Additional time may be required when specific support equipment is used.

At Year 6 transition the SENDCO provides information on request to the local feeder Secondary Schools about children with SEND who have chosen to go there. For Statemented/EHCP pupils, the SENDCO will arrange a meeting with the SENDCO from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition.

The SENDCO also liaises with staff and visits the local special schools, Holly Grove, and Pendle View, who provide advice for staff working with SEND children. Staff are able to visit and attend courses at these schools.

Examinations

The SENDCO and SLT are responsible in ensuring all provision is in place for SEND children to access end of Key Stage external assessments.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and P.E. 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 of these children may also have SEN and may have a Statement or Education, Health and Care Plan (EHCP) to determine their needs as per the SEND Code of Practice 2014.

For further information a copy of the school's policy on managing the medical conditions of pupils is available through the school office or website.

Monitoring the Success of the SEND Provision

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND 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 EHCP;
- ongoing performance management reviews (as per the school's Performance Management Policy).

Measuring the Progress of SEND Children

Progress will be recognised where one of more of the following are met:

- the attainment gap narrows between the pupil and his/her peers;
- the child is working at or above age-related expectations;
- attainment is in line with their baseline assessment;
- the child shows an improvement in self-help and social or personal skills;
- the child shows improvements in behaviour;
- the pupil has full curriculum access.

Evaluating the Success of the SEND Policy

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

- having the systems in place to identify children with SEND as early as possible;

- making use of good practice in planning for, teaching and assessing children with SEND;
- regularly reviewing of the child's progress against targets set;
- providing additional intervention if progress is not adequate;
- allocating appropriate funds within the school budget and receiving appropriate funding from the LEA to support children's needs at EHCP level;
- 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.

Resource Allocation

Resources for non-statemented/EHCP provision for SEN at Reedley Primary School are funded according to a Local Authority school funding formula. The funding covers the cost of the staffing, resources and training needs for SEND across the school. Additional resources for some children with Statements/EHCPs are delegated directly to the school from the LA through the High Needs Top-Up Fund.

Training

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 SEND issues and are invited to attend.

The SENDCO regularly attends courses on SEND issues run by the LEA. They 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 SEND. The SENDCO attends the local SENDCO "Cluster" meetings which are run by the SEND advisory team to discuss national, local and LEA issues which affect SEND provision.

Staff members also attend courses run by the LEA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

All training undertaken is shared with the whole staff at staff meetings or INSET.

The SENDCO leads INSET sessions for the school staff on specific SEND issues.

The SEND Team

SEND Governor

Mrs Russell-Hayes is the current Governor with responsibility for SEND at Reedley Primary School. She has regular contact with the SENDCO and Senior Leadership Team of the school to keep up-to-date with, and monitor the school's SEND provision. Mrs Russell-Hayes will provide feedback at governor meetings. The SENDCO and SEND Governor will provide an annual report to parents and governors on the school's current SEND provision at the end of each school year which will be published on the school's website.

Special Educational Needs Co-ordinator (SENDCO)

Mrs Vikki Hall is responsible for the arrangements for SEND provision throughout the school with support from the Headteacher and governing body. Mrs Hall undertook the National Award for SEND Coordination (PGCert) in 2014/15.

The SENCO's role may include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;

- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date;
- managing the Teaching Assistants employed to support children throughout the school.
- Contributing to in-service training for staff on SEND issues.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers should have high aspirations for every pupil. With advice and support from the SENDCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENDCO where required. Teachers must involve parents and pupils in planning and reviewing the progress of SEND children.

SEND Support Staff

Children with Statements/EHCP's may be supported on an individual basis by TAs as part of the requirements stated on their individual plans. SEND children are also supported on an individual or group basis by classroom TAs.

Pupil Support Manager

Mrs Jilly Walton is employed as a Pupil Support Manager to work with children on behavioural, social and emotional needs. She is also able to support families and provide signposting to external agencies. The Pupil Support Manager holds the position of Designated Senior Person for Safeguarding and Child Protection Procedures along with the Headteacher, Deputy Headteacher and Assistant Headteacher.

Headteacher

It is the Headteacher's responsibility to ensure that the SENDCO is able to influence strategic decisions about SEND.

Accessibility

In line with the 2001 SEN and Disability Act and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme.

For further information refer to published school policies, school prospectus and Local Offer all available through the school website.

Bullying

Reedley Primary School will not tolerate harassment or bullying of any child including those with SEN or disabilities. The school will make every effort to eliminate all forms of discrimination and inequality. Please refer to the school's Behaviour Policy online for further information.

Data Protection

The school will maintain data and records in line with the requirements of the Data Protection Act 1998.

Complaints Procedure

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 SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should then raise their concerns with the SENDCO and the Headteacher. 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 SEND.

If parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek help and advice from the SEND Information Advice and Support Service (SENDIASS) at any time.

Links With Other Services and Schools

LEA

Schools Special Needs and Disability Officer

Educational Psychology Service

Specialist teachers from Inclusion and Disability Support Services

The Medical Services

Community Paediatrician

Community Nurse

Clinical Psychologist

CAMHS

Physiotherapy Service

Occupational Therapy Service

Speech Therapy Service

Other External Staff

Specialist Teachers from Holly Grove Special School

Specialist Teachers from Pendle View Special School

Specialist Teachers from Hebden Brook

Specialist teachers from external agencies

Schools

These are the most common service providers and transition schools, however staff are happy to liaise with other third parties to provide successful working partnerships with all potential agencies involved.

Glossary of Abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
DDA	Disability Discrimination Act
EHCP	Emotional, Health and Care Plans
EY	Early Years
HI	Hearing Impairment
IEP	Individual Education Plan
INSET	In –Service Training
KS	Key Stage
LEA	Local Education Authority
IDSS	Inclusion and Disability Support Service
MSI	Multi Sensory Impairment
MLD	Moderate Learning Difficulties
PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
PMLD	Profound and Multiple Learning Difficulties
SATs	Standardised Attainment Tests
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SENDA	Special Educational Needs and Disability Act
SLCN	Speech, Language & Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment

