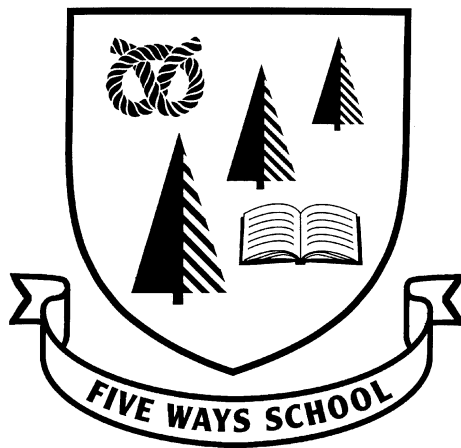


# Five Ways Primary School



# SEND Policy

September 2024

# SEND Policy

## A Framework for an Inclusion and Special Educational Needs and Disability Policy.

### **Objectives for SEND Provision**

The school will do its best to meet the (Special Educational) Needs of all pupils at the school.

This will be achieved by:

- Admitting all pupils to the school on the basis of the school's admissions policy and welcoming all pupils, including those with Special Needs.
- To plan and implement a well-structured curriculum which fulfils all statutory requirements and which is matched to the learning needs of each pupil.
- Enabling the teacher to make appropriate provision for their pupils through the provision of appropriate support, information and advice.
- Developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of the pupil with special needs.
- Developing a wide community involvement in special educational needs through the multi-agency partnerships.
- Identifying, as part of the School Development Plan, resources to implement the identified policy and procedures and evaluate its implementation.
- Providing an appropriate framework for screening and assessment, which will enable early identification of pupils with special needs, including Specific Learning difficulties.
- Providing clear procedures, using the Special Needs Code of Practice, to monitor progress and liaise, formally and informally with parents.
- Taking part in the Dyslexia Friendly Schools initiative, which involves adopting multi-sensory teaching techniques.

## **Managing Special Educational Provision**

### **Co-ordinating and Managing Provision**

#### **Role of the Governing Body.**

- Working in partnership with the Headteacher, to determine the school's general policy and approach to meet the needs of the SEND pupils.
- Through the performance management process, Governors ensure that pupil targets for the Headteacher include pupils with Special Educational Needs.
- Through the schools self-review procedures, Governors monitor the effectiveness of the school's SEND policy and provision.
- All Governors will have an up to date overview of the school's SEND provision, but a Governor will be designated to have specific roles for SEND. Ann Labon has been appointed as Governor with special responsibility for SEND, liaising with the SENDCo and reporting regularly to full Governors' meetings.

#### **Role of the Headteacher.**

- To ensure that the Governing Body is fully informed of SEND provision.
- To oversee the work of the Special Needs Co-ordinator.
- To oversee day to day management of all aspects of the school's work including provision for pupils with Special Educational Needs.

#### **Role of the Special Educational Needs Co-ordinator (SENDCo)**

The SENDCo is responsible for the operation of the school's SEND policy by:-

- Giving input into the staffing arrangements for SEND support staff.
- Disseminating SEND information to support staff and teaching staff.
- Input into the management of the SEND provision through the devolved SEND budget.
- Co-ordinating provision for pupils with SEND particularly through 'Monitor' and 'SEN Support'.
- Liaising with and advising fellow teachers and support staff.
- Maintaining the school's SEND register and keeping accurate records of all SEND pupils.
- Liaising with parents of SEND pupils.
- Liaising with external agencies.
- Liaising with other schools.
- Contributing to in-service training.
- Ensuring that the Headteacher is fully informed.

- Ensuring that the policy is reviewed annually.

### **Role of the teachers.**

- Gather information to support initial identification of SEND and to register concern with the SENDCo.
- Devise strategies and identify appropriate methods of access to the curriculum.
- Work with the pupil and provide further help on a daily basis.
- Plan and deliver individual education plans.
- Meet with parents regularly, including the pupil in the meeting as appropriate.
- Keep clear records of all PPPs (Pupil Progress Plans) and meetings and to inform SENDCo of all developments concerning the pupil.

### **Role of the Teaching Assistants.**

Teaching assistants support the teaching and learning of individuals and groups of pupils by:-

- Supporting pupils in achieving targets identified in Education, Health and Care Plans or Pupil Progress Plans.
- Differentiating provision for groups of pupils as identified in school support strategies.
- Participating in planning meetings with class teachers and year teams.
- Having clear information on the specific special needs of the individual pupils that they are supporting.
- Enabling the teacher to work (one-to-one/small group) with SEND pupils when appropriate, by supervising the other pupils in the class.

### **Provision for pupils with Special Educational Needs**

#### **Graduated Response**

Provision is "educational provision, which is additional to, or otherwise different from, the educational provision made for other children of the same age." This may include:-

- Provision of specialist or adapted equipment or materials.
- Additional regular individual or small group support.
- Access to specialist support from other agencies.

This additional support will be identified and managed by the SENDCo, but will be planned and delivered by teaching and support staff.

## **Possible resources for SEND**

School is funded to meet the needs of all their pupils through its core budget but it is additionally funded to support provision for SEND through:-

- Funding for specific pupils to meet their assessed needs - EHCP (Education, Health and Care Plan).
- Specific grants, for which the school may bid, that are for identified purposes.

All resources will be deployed effectively to meet the needs of individuals (identified on PPPs) and groups. Speech and Language and SEND resources are stored in the KS1 building. Training in their use will be offered to teachers and teaching assistants as necessary. Kerry Andrews (EYFS SENDCo) delivers Speech and Language programmes to pupils across the school.

## **Identification of pupils with Special Educational Needs**

Who has Special Educational Needs?

From the Code of Practice: *"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."*

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught. The priority for these pupils is to access appropriate support from the Minority Ethnic Achievement Service.

### **Identifying children who have Special Needs.**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, the registration teacher, supported by the SENDCo, should collect information/evidence about the pupil and discuss with the parents. The SENDCo and the registration teacher should plan future support for the pupil, then monitor and review the targets set.

Lack of progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in English and Maths.
- Expressions of concern by parents that are reflected in learning outcomes.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction with adults and/or peers, e.g. speech and language difficulties, autism, which requires specific interactions to access learning.
- Use of Dyslexia indicator check list for pupils showing specific learning difficulties.

## **Monitor**

The triggers for intervention through 'Monitor' will be a concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities:-

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCo may contact them if the parents agree.

The SENDCo will support the further assessments of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The pupil's registration teacher will remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme.

Parents will always be consulted and kept informed of the action taken to help the pupil, and the outcome of this action.

## **SEN Support**

A request from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the pupil's PPP. At 'SEN Support' external support services will usually see the pupil so that they can advise and inform teachers of new PPP targets and accompanying strategies. They will provide more specialist assessments to inform planning and the measurement of pupil progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for SEN Support will be that, despite receiving individualised support under SEN Support, the pupil:-

- Continues to make little or no progress in specific areas over a long period.
- Continues working at Standardised Scores substantially below 80.
- Continues to have difficulty in developing English and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class/group, despite having an individual behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. The resulting PPP for the pupil will set out new strategies for supporting the pupil's setting. The delivery of the interventions continues to be the responsibility of the registration teacher.



### **Monitoring and Evaluating Provision.**

The SENDCo and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early intervention of pupils with SEND.
- Pupil views and opinions.
- The school and parents work in an effective partnership.
- Evaluation of individual progress and data collection.
- The way in which the school works in close co-operation with other agencies and fosters multi-agency working.
- Regular reviews of EHCPs and PPPs.

As part of the school development process, the SENDCo will identify priority targets annually and an action plan will be drawn up to meet the targets identified.

### **Arrangements for considering complaints.**

If Parents wish to make a complaint about the educational provision for a pupil, they are invited to discuss their concerns with the SENDCo. If they are still dissatisfied they should contact the Headteacher. A formal complaint regarding special needs may be registered with:-

Special Services

Educational Department

Tipping Street

Stafford

ST16 2DL.

### **Staff Development**

The school is committed to developing the expertise of all staff in Special Educational Needs to enable them to meet the needs of all the pupils. This will include in-service training, support from the SENDCo and meetings within the subject teams.

### **Differentiated school support**

Prior to identification as having Special Educational Needs, a pupil will have had access to a differentiated programme, which may include:

- Targeted support by the class teacher within the classroom environment.

- Access to school support programmes, such as Dyslexia support.
- Additional home learning opportunities clearly discussed and agreed with parents.

Where a pupil fails to make adequate progress despite this, then the school will consider further intervention and identify the pupil as having Special Educational Needs.

### **Nature of the intervention**

The SENCo and the pupil's registration teacher will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This may include:-

- Differentiated learning materials or specialist equipment.
- Group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to Entrust support services for one-off or occasional advice on strategies or equipment.

### **Pupil Progress Plans**

Strategies employed to enable the pupil to progress will be recorded within a Pupil Progress Plan (PPP). The PPP will include information about:

- The short term targets set for the pupil.
- The teaching strategies to be used.
- The resources to be used.
- The provision to be put in place at school and at home.
- Review date.
- Outcomes (to be recorded as appropriate during the PPP and on review).

The PPP will only record targets and interventions which are additional to, or different from, the differentiated curriculum and will focus upon a maximum of 4 individual targets that match the pupil's needs and have been discussed with the pupil and the parents. The PPP will be reviewed 3 times a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting targets.

The PPP will be communicated to all staff who support the pupil's learning.

## **Formal Assessment**

Following SEN Support intervention, if a pupil fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the pupil being given an EHCP (Education, Health and Care Plan).

The school will provide evidence for Entrust through Assess, Plan, Do and Review cycles to support the request for Formal assessment. The evidence may include:-

- Pupil Progress plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Standardised Scores in Reading, Writing and Maths.
- Educational or other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as health, social services or education welfare services.

## **Education, Health and Care Plan (EHCP)**

A child will be brought to the attention of Entrust as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special provision that cannot reasonably be provided from the resources normally available to mainstream schools, Entrust will consider the case for an EHCP assessment of the child's special educational needs.

Entrust may decide that an EHCP is required, this will include:-

- The pupil's name and date of birth.
- Details of the pupil's special needs.
- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with an EHCP will have short-term targets set for them in consultation with parents, child and targets identified in the statement. These targets will be set out in a PPP and be implemented, at least in part as far as possible, in a normal classroom setting. The delivery of the interventions recorded in the PPP will continue to be the responsibility of the registration teacher.

All EHCPs must be reviewed at least annually with the parents, the pupil, the school and other professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or the special educational provision specified in the EHCP. The annual review should focus on the child's achievements as well as on any difficulties which need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will need at the secondary stage.

The final review of the pupil in primary school should be attended by the SENDCo of the receiving secondary school to allow planning for appropriate targets to start at the beginning of the new school year and enable the pupil and parents to be reassured that an effective transfer will occur.

## **Risk Assessment**

When a pupil displays inappropriate behaviour or who is a danger to themselves or other children or adults, then a risk assessment must be put in place.

The following points must be followed:

1. The class teacher will discuss concerns about a pupil with the Headteacher.
2. The class teacher and SENDCo will meet to complete the 'Risk Assessment' form.
3. The class teacher and SENDCo will then meet with the pupils parent(s) to discuss the risk assessment.
4. The parent(s) must sign the risk assessment form.
5. All staff teaching the pupil must be made aware of the risk assessment for the pupil and the actions which have been agreed between staff and parents. These actions must be followed.
6. Informing all staff who teach the pupil is the responsibility of the registration teacher.
7. Staff must keep the Headteacher and SENDCo informed of any incidences as the information on the risk assessment form may need changing at any time.

## **Partnership with Parents**

The school actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:-

- Ensuring positive attitudes towards parents.
- Effective communication
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parental views as part of any review procedure.
- Giving parents access to information, advice and support during assessment and any related decision-making processes about special educational provision.

The parents of any pupil with special educational needs are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff. The school policy for informing non resident parents will be followed.

## **Pupil Participation**

The school acknowledges the pupil's role as a partner in their own education, and will develop their participation in the decision making process by:-

- Listening to and valuing their views.
- Involving them in review meetings to discuss progress and future provision as appropriate.
- Involving pupils in target setting and information of PPPs.
- Recording pupils views as part of the review process.
- Effective communication.

### **Partnership with other bodies.**

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, Entrust, the Health services and Social services is vital to secure the most effective assessment, intervention and deployment of resources for pupils with SEND.

Agencies used include:-

Psychologist Services

Speech and Language Therapy

Educational Welfare Service

Visually Impaired Service

School Nurse

Autism Inclusion Team

Behaviour Support Team

Minority Ethnic Achievement Service.

### **Signatures:**

Mrs Rachel Mander  
Headteacher

Mr Richard Burden  
Chair of Governors

Mrs Sue Fuller  
SENDCo  
Deputy Headteacher