



# Huyton with Roby CE Primary School

## Draft Policy for Special Educational Needs

**Date of Policy:** Summer 2017

**Date of Ratification:**

**Governor's Meeting:**

**Review Date:** Summer Term 2020

Signed.....Chair of Governors

Date of Signature.....

## **Introduction**

At Huyton with Roby Primary School we believe that every pupil has individual and unique needs. Some pupils may have special educational needs, permanent or temporary disabilities at some time during their school life. Many of these pupils will require long or short term support to reach their potential, so in recognising this we plan accordingly. Pupils with SEN are engaged as fully as is practical and compatible with their needs, in all activities within our school. Our aim is to provide a wide variety of strategies that will remove the barriers to learning and address pupil's needs, in a supportive and inclusive environment.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions
- April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework
- document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created in consultation with staff, pupils and parents of Huyton with Roby Primary School. It should be read in conjunction with all other school policies, particularly: Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

This policy can be accessed through the school website ([huytonwithrobyce.co.uk](http://huytonwithrobyce.co.uk)) or as a paper copy from the school office.

At Huyton with Roby Primary school, the Special Educational Needs Co-ordinator, known as SENCO, is Mrs Sylvia Wills. Contact: 0151 477 8460

## **Objectives of this Policy**

We endeavour to:

- Provide the highest possible standard of education for all pupils, regardless of any specific challenges, with their educational entitlement and equal access to a broad, balanced, relevant curriculum that demonstrates coherence and progression in learning.
- Ensure that provision for pupils with individual and special needs is central to curriculum planning and that teaching and learning is appropriately differentiated so pupils can achieve high standards and make good progress in line with their abilities
- Offer quality provision which meets pupil needs, is value for money and leads to good outcomes
- Raise aspirations; develop a positive self-image in SEN pupils, by having high expectations, setting challenging, achievable work and recognising and recording pupil's strengths and successes.
- Ensure pupil progress is tracked systematically and action is taken to address need at an early stage
- Provide opportunities for pupils with SEN to receive information, express an opinion and have that opinion taken into account in any matters affecting them
- Work collaboratively with parents, other professional and support services
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

## **Definition of Special Educational Needs**

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

## **Identifying Special Educational Needs**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Huyton with Roby Primary school, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Base line and on-going assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category.

The needs of the child will be identified with consideration of the ‘whole child’ not just their special educational needs.

### *1. Communication and Interaction*

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

### *2. Cognition and Learning*

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

### *3. Social, Mental and Emotional Health*

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

### *4. Sensory and/or Physical Needs*

This includes children with sensory, multi-sensory and physical difficulties.

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

## **Supporting Children with SEND**

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. High quality teaching differentiated for individuals is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively. Whatever the level of difficulty the key test of how far the learning needs are being met is whether the child is making expected progress.

Expected progress can be defined in a number of ways:

- Closes the gap between the child and peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting from the same baseline but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's attitude and behaviour for learning

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed each term and at pupil progress meetings with the Headteacher/SENCO. For these children an individual or group support plan will be drawn up identifying three or four targets and approaches to achieve these. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas 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 modified by the positive behaviour management techniques usually employed in the 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.

Should a child fail to make progress, despite quality teaching and targeted interventions, it may be necessary to seek advice from outside agencies. We will use appropriately qualified personnel from 'outside agencies' to make assessments and inform further action.

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually as it is a legally binding document

## **National Tests**

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENCO/Assessment manager will make the necessary arrangements in line with statutory guidance.

## **Transition**

At Huyton with Roby we have 'meet the teacher' sessions during the summer term, to which parents are invited, enabling them to meet the new teacher, hear about the following year's curriculum and discuss any concerns.

Parents' evenings and regular informal contact through an 'open door' policy provide

good opportunities for parents and teachers to talk informally.

Children transferring to High School have a planned transition programme. Less confident children are accompanied to the High School by a member of the support staff for a planned programme of additional induction. SENCOs liaise and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre –school providers involve the SENCO and class teacher in preschool meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

### **Managing Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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 children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Huyton with Roby, we support children, where possible, with medical conditions. Staff will be trained as need arises. Refer to policies for Health & Safety, Inclusion & Accessibility, Accidents, First Aid & Administration of Medicines, in School

### **Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Huyton with Roby Primary school cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions

### **Facilities for Pupils with SEN**

Huyton with Roby Primary school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for the disabled. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

### **Roles and Responsibility of headteacher, other staff, governors**

Provision for children with special educational needs or disabilities is a matter for the school as a whole. All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed Mrs Val Boyes (the SEN governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN or disability
- Keeping the Governing body fully informed about SEN issues

- working closely with the SENCO
- ensuring that the implementation of this policy and the effects of inclusion on the school as a whole are monitored and reported to governors

**The Governing Body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- ensure budget allocation takes account of staffing, training, resourcing requirements for individual children
- the quality of SEN provision is regularly monitored

**The Inclusion Manager and Special Education Needs Leader** (Sylvia Wills) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out where possible detailed assessments and observations of pupils with specific learning needs
- co-ordinating and monitoring the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Support Plans (ISPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, 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 SEN lists and records, including Provision mapping of individual needs and interventions to support these needs
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based teacher assessments including internal assessments, end of year tests and SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants

- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- providing interventions (for pupils with SEN) that are **different** or **additional** to those used as part of the school's usual differentiated curriculum.
- including pupils with SEN in the classroom, and for matching learning tasks, activities and support to individual learner's needs, styles and rates of learning so that individual achievement and progress is maximised.
- seeking advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN
- writing and reviewing IEPs (Individual Education Plans) for children they teach.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- be effectively deployed to lead intervention programmes or individual tasks to support pupils with SEN as directed by the SENCO or Class Teacher. Support will be given wherever necessary in securing good outcomes for these pupils.
- meet regularly with the SENCO to discuss pupil progress and review provision.
- be involved in supporting individuals and small groups both in and out of the classroom under the direction of the SENCO or the Class teacher with a view to narrowing the gap and accelerating learning.

### **Training and Resources**

Training needs are identified by staff themselves or by SENCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCO regularly attends area SENCO meetings to keep up to date with local and national developments and to share best practice.

### **Monitoring and Evaluation**

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.