



Date Accepted	May 2014
Date reviewed	March 2021
Reviewed by	Ben Paxman - Headteacher
Due	March 2022

Totley Primary School

Policy for Special Educational Needs

This policy is reviewed every year in the Spring term

This edition: March 2021

SENCOs: Bronwyn Cooper / Coralie Corrin

Introduction:

This policy sets out the framework for SEND provision at Totley Primary school, in line with the new SEND Code of Practice that was released in August 2014. We aim to meet everyone's individual needs and promote successful learning, ensuring that we make changes to provision where required.

Our overall school philosophy is to help every child realise his or her true potential, socially and academically. The school aims to deliver a broad, full and balanced curriculum in an atmosphere where children feel valued, secure and happy. In planning teachers set suitable learning challenges and respond to children's individual needs, ensuring a commitment to removing barriers to learning. We are committed to ensuring that children who are recognised as having a special educational needs have the same rights, opportunities and entitlement as other pupils. The school also recognises that those children who are judged to be gifted or exceptionally able also have special educational needs that need meeting.

Aims

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of a child are identified, assessed, monitored and provided for.
- To promote the development of self-confidence and self-esteem in all children.
- To promote emotional well-being.
- To identify the roles and responsibilities of staff in providing provision for children with special educational needs.
- To enable children to have full access to all elements of the curriculum.
- To maintain close relationships with outside agencies
- To ensure that parents and families are fully involved in supporting their child's development and education.
- To ensure that a child is involved and has a voice in the process

Definition of Special Educational Needs

As stated in the 2014 SEND Code of Practice, children have special educational needs if they have a learning difficulty or disability that makes it harder for them to learn in-comparison to their peers and therefore calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age;
2. Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.
3. Their emotional difficulties/behavior affects their ability to take part in learning safely and effectively.

The four broad areas of Special Needs as set out in the Code of Practice are:

- Communication and interaction - which can include children on the autism spectrum.
- Cognition and learning- which includes moderate, severe and profound learning difficulties as well as specific learning difficulties such as dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health - this may present in different ways such as: anxiety, being withdrawn, disruptive behavior and includes ADHD/ADD/ attachment disorder
- Sensory and/or physical needs- which includes hearing impairment, visual impairment, multi-sensory or physical disability.

However we recognise that a child's need may fall into more than one category or change over time.

Educational inclusion and access to the curriculum

At Totley Primary school we aim to enable all of our children to feel included in all aspects of school life, whatever their ability or needs. We have high expectations of all our children and pride ourselves on creating a happy and positive working ethos for all children in our care. We aim to achieve this through the removal of barriers to learning and making sure that all of our children feel valued and able to participate.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioral needs
- Require different approaches to learning
- Learn at different rates
- Need a range of teaching approaches and experiences
- Require planning to be differentiated so that the challenge is appropriate
- Need facilitating in self-regulation and social development
- Some children may require a personalised learning program.
- Some children may require specialist support from external agencies.

Foundation stage/ Early years

We endeavor to ensure that early years practitioners are able to identify and provide for those pupils who have special educational needs. Early identification and referrals play a key part in this and ensure the best outcome for the family and child. We endeavor to ensure that reasonable adjustments are made so that all children are given an equal opportunity to join in.

We recognise that Parents play a key role and have knowledge and experience to contribute towards what their child's needs are and have a voice when deciding what the best way of supporting their child is.

The government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage. Children will progress at different rates and by the end of this stage most children may be working towards the goals. Individual's progress is monitored carefully throughout the year to ensure that children's needs are being met. Those children who are not attaining Early Learning Goals will be assessed against Ages and Stages. On-going difficulties may indicate the need for help over and above that which is normally needed for children within foundation stage. We would at this point involve outside agencies such as speech and language therapists and the early years inclusion team if both the school and family feel that the children's needs are beyond the expertise of the SENCO and class teacher.

Each child's current level of attainment is assessed on entry to ensure that we can build on learning and the experiences of the child which they have already acquired during pre-school years.

If a child already has an identified special educational need or education health care plan then this information will be transferred and acted upon, making sure that we are building on what has already taken place. We strongly believe that early intervention produces the most successful outcome to the child being happy and successful in school.

Identification, assessment and provision

Totley is committed to providing equal access for all children to all areas of the curriculum and we recognise that to achieve this, provision must be made in curriculum planning, delivery and assessment for children of differing abilities. Differentiation is the responsibility of every teacher. Children with special educational needs must enjoy success and value themselves as learners. We encourage children to be involved in their own learning and to be aware of their own targets. All children in school must learn and understand that different children have different needs and that every child must be valued uncritically as a learner. We are committed to inclusion and place a high value on all children receiving a fully inclusive education appropriate to their needs. This starts with wave one which is high quality first teaching delivered by the class teacher with implemented support and personalised provision where necessary.

Early identification and intervention with the support and involvement of parents are a vital part of our assessment procedures.

We have adopted the Code of Practice on the identification and assessment of special educational needs (August 14). The Code of Practice sets out stages for the management of special educational needs;

Wave 1

Wave 1 is high quality first teaching, which includes differentiation and a range of educational opportunities being provided.

Initial Concern

Early identification is very important and parents, teachers or carers may raise initial concerns. -+

Once an initial concern has been raised, the class teacher will, through observation and assessment gather evidence as to the severity of the need. The teacher will fill in a record of concern form and inform the SENCo.

Wave 2

If it is felt that the child's needs will be best met by further intervention, the parents and the Special Educational Needs Coordinator (SENCo) will be informed, and the child will be placed at Wave 2. Extra support may be given at school through targeted small group intervention or 1:1 support at wave 2.

The child's progress will be reviewed at parents meetings and at the teacher's discretion.

SEN Support

If there are still concerns about the child's progress, support will be sought from outside agencies and the child will be placed on the SEN register at SEN Support. Termly, parents, teachers and outside agencies will meet and clear targets for progress will be set. A child will stay on the register at SEN support until the SENCo or outside agency feels that progress has been made and that the child no longer needs that outside agency support.

Outside help and support can be obtained from

- Educational Psychology Service
- Speech and Language therapists
- Physiotherapy and Occupational therapy services
- The school nurse and school health service
- Social Services, Child and Family Therapy team
- The Service for Sensory Impaired Children
- The community pediatrician.
- The Multi Agency Support Team (MAST)
- The Autism support team
- Early years inclusion team

If a child does continue to have difficulties then a needs to assess meeting will be held, which the relevant professionals, parents/carers and child will be invited to in order to devise a personalised learning plan (My Plan) which will include SMART targets for the child to work towards. This will be reviewed twice before a request for an EHCP plan will be made.

Education Health Care Plan (EHCP)

If there are significant problems, a multi-agency assessment will be requested and the LEA will consider the need for an Education Health Care Plan (EHCP). Provision and targets for that child will be clearly laid out on a one page profile and all agencies will work together to devise ways of effectively supporting the child in achieving their targets. This document will be reviewed termly.

All class teachers will retain the responsibility for pupils with SEN. Each class teacher has a Special Educational Needs file with copies of all the relevant paperwork and letter formats. Copies of one page profiles for children at SEN support are also given to the SENCo.

The SENCo, head teacher and teachers responsible for particular areas of the curriculum offer support for parents and the staff as a whole.

Staff with a responsibility for a curriculum area ensures that provision for special educational needs is provided for within their policy. It is our responsibility to ensure that all children with special educational needs have access to the whole curriculum, although, because of a child's particular difficulties, this access may be limited. Each child is as fully integrated as possible, though there may be times when children will need to be withdrawn.

Where visits are arranged, staff will make necessary provision to include all pupils and if this is not possible, alternative arrangements will be made to provide appropriate activities.

Support is provided by LSA's. The budget for this is included in the school's funds and directed accordingly. A termly audit of need is done by the SENCo and the SLT, and the Learning Support Assistants are timetabled accordingly after pupil needs have been identified at termly Pupil Progress Meetings.

Assessment

Early identification, assessment and provision for any child with special educational needs are crucial. To help identify children who may have special educational needs the following procedures are used:

- baseline assessment
- progress through the Early Learning Goals
- pupil performance, monitored by the class teacher as part of ongoing observation and assessment
- Bsquared and small steps assessments for those needing more targeted assessments.
- Progress against the objectives specified in Merica Learning Trust Assessment Tool.

- standardised assessments
- individual and whole school pupil tracking sheets

Assessment is used to measure children's attainment and progress against the expected levels for the majority of their peers. Children whose overall attainments, or attainments in specific areas, fall significantly outside the expected range may have special educational needs.

Role of the SENCo

The SENCos at Totley Primary School are Bronwyn Cooper and Coralie Corrin. They are responsible for:

- ✳ liaising with and advising staff
- ✳ coordinating provision for pupils with special educational needs
- ✳ overseeing the records of all pupils with special educational needs
- ✳ liaising with parents and external agencies
- ✳ the day-to-day operation of the school's Special Educational Needs policy
- ✳ updating and reviewing the Special Educational Needs policy
- ✳ completion of the special needs termly audit and organising support from the Learning Support Assistants
- ✳ organising and contributing to the in-service training of staff
- ✳ attending training courses and coordinators meetings and organising 'feedback' of relevant information to staff
- ✳ working in partnership and under the guidance of the SLT
- ✳ organising parental support group.
- ✳ reporting SEN issues to Governors.

Governors Objectives

The governors' duties for special educational needs are:-

- to do their best to secure that the necessary provision is made for any pupil with special educational needs
- to assign a governor to oversee the provision of SEN in school
- to ensure that teachers are aware of the importance of identifying and providing for pupils with special educational needs
- to consult the LEA
- to report annually to parents on the schools provision for pupils with special educational needs
- to ensure that special educational needs pupils join in the activities of the school wherever possible
- to ensure that children identified by the LEA as having special educational needs have their needs known by all who are likely to teach the child

Monitoring and Evaluation

The Governors will receive an annual report on developments and provision for special educational needs.

The governor responsible for special educational needs is Greg Raynor

The SENCos will monitor provision through termly reviews and informal discussions with teachers, parents/carers and children.

Complaints are dealt with sensitively and promptly by the SENCos and if they cannot be resolved passed on to the senior management team or more formally addressed through our school complaints procedure.

Working with Parents

Parents are contacted as a matter of priority about any concerns felt by the school and are kept informed. This will be the responsibility of the class teacher and the SENCos. All records monitoring a child's progress are available to parents and all information is treated confidentially.

The school recognises that parents hold key information and have a vital role to play in supporting their child's education. To enable communication with parents to be as effective as possible we:

- * acknowledge and draw on parental knowledge of their child
- * focus on children's strengths as well as areas of need
- * provide user-friendly information wherever possible
- * recognise the personal and emotional involvement of parents and are aware of their feelings
- * keep them fully informed and try to ensure they understand procedures

Pupil Participation

Children are encouraged to express their views and opinions appropriately and to feel confident that they will be listened to and that their opinions are valued. Children with special educational needs are involved in discussions about their targets. These are reviewed at an appropriate level with their class teacher, the SENCos or their parents. Children are given their targets (where appropriate) on a child friendly format.

Admissions

The admission policy of the school is that we offer a place to any child we feel will benefit from attending our school providing the necessary levels of support and resources can be provided. We support the inclusion of all children and can offer easy access to children with physical difficulties (no steps) and special toileting facilities.

Transition

Transition is a stressful time for all children and in particular those with special educational needs. Foundation staff regularly visits local pre-school provision and all children have the opportunity for at least 3 visits to their new classroom before they start school. Extra visits can be arranged if it is felt that these would be beneficial. The SENCos attends review meetings for these children prior to their admission and will try to ensure a smooth transition by providing support as appropriate.

At transition to secondary school the secondary school SENCo is invited to the child's final review meeting and extra visits to the school are arranged, if it will be beneficial. Records are passed on and the Y6 class teacher meets with the secondary school SENCo to pass on any additional information/strategies that might be beneficial.