

Baines Endowed
Special Educational Needs Policy
November 2017

Mission Statement

'We are a friendly, safe, caring community in which happy and confident children can reach their full potential.'

Definitions of Special Educational Needs (SEN), taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age:

or

b) Have a disability which prevents or hinders them from making use of educational 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 they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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 SEND Local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available to families.

More information can be found on Lancashire's SEND Local offer website:

www.lancashire.gov.uk/SEND

SEN Provision at Baines Endowed Primary School

At Baines Endowed we believe that all pupils should have access to a broad and balanced curriculum. We are committed to meeting the Special Educational Needs of pupils and ensuring they make progress to the best of their ability.

We value all our children equally and ensure all children make progress during their time at Baines Endowed and achieve their full potential. The children learn together in our nurturing environment.

Aims and Objectives

- 1 To provide a broad and balanced curriculum which :-
 - Offers full access to a broad, balanced and relevant education, including appropriate curriculum for the Foundation Stage and the National Curriculum.
 - Enables all children to make measurable progress that reflects realistically high expectations.
- 2 To be aware that the views of children should be sought and taken into account and that parents and carers have a vital role to play in supporting their child's education.
- 3 To use a variety of assessment procedures to ensure that all pupils progress and achievements are recognised.
- 4 To follow effective and manageable procedures to monitor and record pupil's progress regularly. Educational Health Care Plans and Statements will be reviewed annually.
- 5 To promote the early identification of children with special educational needs and make appropriate intervention.
- 6 To ensure that all teaching and non-teaching staff are involved in planning and meeting the needs of pupils with SEN.
- 7 To work in partnership with parents, pupils, health and social care services to make the right provision for all children.
- 8 To liaise with special schools, support services and external agencies to meet the needs of staff and the pupils.
- 9 Senior Leadership, the SENCO and a named Governor will monitor the effectiveness and appropriateness of the policy.

Identification and assessment of SEN

1. The school is responsible for the early identification of children with special educational needs. If a child has an identified special educational need when starting primary school all relevant information is used to provide starting points for the development of an appropriate curriculum.
2. Children experiencing difficulties will be identified at an early stage through a number of pointers :-
 - Performance monitored by the class teacher as part of ongoing observation and assessment
 - Parental concerns.
 - The outcomes from baseline assessment.
 - Their progress against age appropriate expectations
 - Evidence provided by in-school testing procedures. (standardised screening and assessment tool. Detailed accounts of these can be found in the School's Assessment Policy document)
3. Medical problems such as deafness or sight impairment will be taken into account when assessing children with special needs. This will involve close liaison with parents and if necessary the school nurse/doctor. Similar strategies will be employed when it is felt that a child's difficulties are aggravated by social problems. In this case liaison with Welfare Officers and /or Children's Social Care will be considered.
4. When assessing children help may be sought from :-
 - The School Psychological service, if the problem is of a severe or complex nature.
 - Medical agencies – Nurse, Doctor, Speech Therapist, Hearing or Visually impaired Support Services.
 - Children's Social Care
 - The Pupil Referral Service.
5. When a child is identified as having a special educational need the school will fulfil the appropriate statutory duties and follow the guidelines laid down in the Code of Practice for Special Educational Needs.

SEN Support

Where a pupil is identified as needing SEN support this takes the form of a four part cycle through which earlier discussions and actions are revisited and refined with a growing understanding of the pupil's needs. This is known as The Graduated Approach.

Quality First Teaching

a) Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance will be closely monitored.

- b) Once a pupil is identified as possibly having SEN they will be monitored by staff to identify possible difficulties or barriers to learning.
- c) The class teacher will take steps to provide differentiated learning opportunities that will aid pupil progression and enable the teacher to understand the provision which needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be fully involved at every stage. Any concerns will be discussed with parents informally or during parents' evenings. They will be encouraged to share information and knowledge with the school.

Where it is determined that a pupil does have SEN parents will be informed and the child will be added to the SEN Register. This will enable the school to ensure that effective provision is put in place. The support provided consists of an ongoing cycle: Assess – Plan – Do – Review

Assess – The class teacher and SENCo carries out a clear analysis of the pupil's needs. This is based upon teacher assessments, previous attainment and progress and behaviour. It is also based upon the views of the parents, pupil and, if necessary, advice from outside agencies. Where professionals are not already working with the school the SENCo should contact them if the parents agree.

Plan – Where it is decided to provide SEN support, the class teacher and the SENCo agree, in consultation with the parents and the pupil, the adjustments, interventions or support to be put in place. This is provided to meet the outcomes identified for the pupil. This is recorded on the school's information system. An IEP is devised by the SENCo and class teacher and this plan is then discussed with the pupil and parents.

Do – The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the intervention or support may involve group or one-to-one teaching away from the class. They will work closely with Teaching Assistants or specialist teachers to plan and assess the impact of the support being provided and how this can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on effective implementation of support.

Review – Reviews of a child's progress will be made regularly. The impact and quality of the intervention or support is evaluated, along with the views of the pupil and parents. The class teacher, working with the SENCo will then revise the support and interventions in light of pupil progress and development. Parents are consulted termly to celebrate achievements made and become involved in planning next steps. IEPs are reviewed each term and new targets may be set mid-term if targets have been met before the end of a term.

Where the pupil has an EHC plan, the school and the local authority must review the plan every twelve months and an annual review meeting is held.

Requesting an Education, Health and Care Plan

Where, despite school having taken relevant action to identify, assess and meet the SEN needs of a pupil, or the child has not made expected progress, school or the parents can consider requesting an EHC Statutory Assessment.

To inform its decision, the local authority will want to see evidence of the action taken place by school as part of SEN support.

An EHC Assessment may not always lead to an EHC Plan. The information gathered during this assessment may indicate ways in which the school can meet the pupil's needs without an EHC Plan.

The school will provide evidence from:

- Individual Education Plans (IEPs)
- Intervention Programmes
- Records of reviews and outcomes
- National Curriculum Levels
- Attainment in English and Maths
- Child's medical history, where relevant
- Educational and other assessments from educational psychologists or specialist teachers
- Views of the child and the parents
- Involvement of other professional
- Involvement by social services or educational welfare services

If an EHC Plan is agreed for a particular child there will be a co-production meeting between school, parents and the local authority. The SENCO will devise an action plan of support, ensuring the support/ intervention is maintained, organised and reviewed. They will keep parents and governors informed of progress made and organise annual review meetings.

Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one to one tuition to be given to that child. However, this may not be the most appropriate way of helping a child. A more appropriate approach may be to:-

- Provide different learning materials or special equipment.
- Introduce some group or individual support.
- Devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- Undertake staff development and training to introduce more effective strategies.
- Intervention Groups such as the Starburst Group to provide differentiated curriculum, life skills and specialist provision

All class teachers ensure that all children, including those with SEN, have access to a broad and balanced curriculum. Activities may be differentiated by task, outcome, support, pace, text or organisation.

We ensure that all children with SEN take part in all school activities including swimming, assemblies, concerts, visits, teams and extra-curricular activities. We encourage pupils to support each other, building on strengths and talents so all children achieve their full potential.

Individual Education Plans

IEPs record the strategies that are used to enable a child to progress. They will only include that which is additional to or different from the differentiated curriculum plan. The IEP will be discussed with pupils and parents and all IEPs should be signed by the parents to indicate their agreement. The starting point of the IEP should always be what the child can do and will include such information as:-

- Some form of assessment detailing what the child can do with / without help
- No more than 3 or 4 short term strategies set for or by the child.
- The teaching strategies and resources to be used.
- Specific details of how often the child will work on each target
- When a plan is to be reviewed.
- Success and/or exit criteria.
- Be seen as a working document to be changed and amended as needed to suit the child's needs and reflect their progress.

For some children the IEP will be within a more detailed document such as a Pupil Passport or Provision Plan.

Reviewing IEPs

Targets set on IEPs should be detailed, measurable and specific. It should be clearly stated how success will be judged so that a clear judgement of progress can be made. IEPs will be reviewed at least once a term. Where possible the child will also take part in the review progress and in the target setting. A child friendly IEP appropriate to the age of the child will be discussed with them. Their input will be sought and they will be involved in target setting and evaluation at an appropriate level.

Working in Partnership with Parents

The Special Educational Needs Code of Practice states quite clearly that parents of children with SEN should be treated as partners. They should be supported so as to be able to and empowered to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.

- Have access to advice, information and support during assessment and any related decision-making process about SEN provision.
- Parents will be invited into school each term to discuss the current IEP targets set for their child and will be asked to sign all IEPs relating to their child.

The school will inform parents when a child is first identified as having SEN and seeks to encourage and welcome parents to participate from the outset and throughout their child's educational career. If parents are unhappy with the provision being made by the school they may follow the clearly laid out formal complaints procedure, a copy of which can be found in the entrance hall or in the school brochure.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. In working with schools they should:-

- Communicate regularly with school and alert us to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home-school agreements that set out expectations of both sides.

Pupil Participation

The school believe that children with special educational needs should, where possible, be involved in making decisions and exercising choices.

They should participate in the setting of learning targets and contributing to Individual Education Plans (IEPs), contributing to the assessment of their needs and to the reviews and transition processes. This is done by:-

- Inviting children to contribute to target setting in their own IEPs, using a child friendly IEP format.
- Allowing children to play a role in the assessment of their own needs and progress reviews.
- Encouraging children to recognise their own responsibility for fulfilling goals and targets.
- Recognising and celebrating success in meeting targets.

Criteria for Monitoring and Evaluating the SEN Provision

In monitoring the effectiveness of the provision made for children with special educational needs the following criteria will be considered:-

- How successful the school is in meeting the outlined objectives.
- Whether the children are making measurable progress against the targets set for them.
- Whether parents feel satisfied with the provision being made for meeting their child's needs.
- The effectiveness of the liaison with external agencies in providing positive support for the children and positive feedback for the school.

- How satisfied the teaching staff is that SEN provision enables them to meet the needs of the children.
1. A Special Needs Register is kept and reviewed regularly and contains the names of the relevant children, the area of concern and the level of action being taken.
 2. A record of targets, strategies adopted and review outcomes are kept in the relevant files.
 3. Work being completed on current IEP targets is kept in a red box in each classroom along with a weekly record sheet of progress being made towards each IEP target. These are completed by the relevant TAs but are also checked and signed by the class teachers.

Key Personnel and Responsibilities

The Head teacher has overall responsibility for :-

- SEN including delegation of resources and the management and reviewing of the policy in conjunction with the Senior Leadership team, colleagues and Governors.
- Liaising with the Governor with responsibility for SEN.
- Requesting formal assessment.
- Completing of the CAF form.

The Governing Body has the responsibility for:-

- Trying to ensure that appropriate resources are provided for children with special needs.
- Ensuring that there is a special educational needs Governor who liaises regularly with the SENCo and is kept updated with developments in SEN within the school.

The SENCO has the responsibility for:-

- Coordinating provision for all SEN pupils
- Liaising with class teachers who teach pupils with SEN to provide support
- Advising on the deployment of the school's delegated budget and other resources, including support staff, to meet pupils' needs effectively
- Liaising with the parents and carers of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies and the local authority
- Liaising with other education providers to ensure pupils and parents are informed about options so that transition is smooth
- Working with the Headteacher, SLT and Governors to ensure the school fulfils its responsibilities under the Equality Act 2010
- Ensuring that all records of pupils with SEN are kept up to date

- Monitoring progress of pupils with SEN

The Class teacher has the responsibility for:-

- Regarding the guidance in the Code of Practice.
- Applying this guidance effectively in assessing and teaching children with special educational needs.
- Liaising with the SENCO and support staff to construct and assess IEPs.
- Monitoring weekly work towards each target on the child's IEP and signing weekly record sheets.
- Ensuring all new IEPs are discussed with parents and signed by parents – signed copies of all IEPs should be filed in the SEN files stored in the PPA Room.
- Reviewing the child's needs regularly and ensure only children who require 1:1 support are placed on the SEN register. If the child's needs are being catered for within a group of children with similar needs, the child should be removed from the register and their needs met through Wave 2 intervention groups.

Teaching Assistants have the responsibility for:-

- Liaising with the class teachers and the SENCO in relation to the work provided for the children with whom they work.
- Liaising with the class teachers in the writing and reviewing of IEPs.
- Completing the weekly record of work completed in relation to each target on the child's IEP.
- Maintaining records and files in accordance with school procedure.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with SEN and monitoring the progress they make in school. They will assist in the writing Individual Education Plans (IEPs) and EHCs, annual review paperwork and specialised programmes, and will liaise with parents and carers. The SENCo will work closely with all staff to support pupils with SEN.

External Agencies

- Baines Endowed CE Primary School works closely with other agencies to focus on the identification and provision for children with SEN. We work alongside:
- Educational Psychological Services
- Speech Therapists
- Physiotherapists
- School Nurse
- Lancashire SEND specialist teachers
- Lynn McCann – Specialist teacher – Outreach ASC
- Lancashire Parent Partnership
- School Doctor
- Educational Welfare Officers
- CAMHS

- Stepping Stones , specialist school

We have close links to local secondary schools, who hold annual meetings for Year 6 parents and children as well as experience days for children to attend. Children with SEN may also have additional, escorted visits to secondary schools during their transition programme.

Allocation of Resources

The governors ensure that the needs of pupils with SEN are met by the deployment of a SENCo. The Headteacher and SENCo will use the child's EHC (previously a statement) and LEA additional funding to identify areas of need and make appropriate provision. They oversee expenditure on outside agencies and encourage the use of specialist teachers if needed. Support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss curriculum needs and to transfer information between parents, classes or Key Stages.

Governors will ensure that staff are kept up to date with developments in SEN and training will be provided as needed.

SEN Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCo.

The SENCo and the Headteacher will keep fully up to date about SEN issues and developments through attendance at specific training and cluster meetings. In addition the SENCo will develop skills through attendance at meeting, discussions with outside specialists and reading.

Teaching and non-teaching staff will be regularly kept up to date informally by the SENCo as necessary. Teaching staff and TAs within school will be encouraged to pursue a specific area of SEN if they wish to do so and should approach the SENCo to discuss training needs.

Arrangements for the admission and access to the school for the disabled

The admission arrangements for pupils with SEN are in accordance with national legislation, including the Equality Act 2010 and pupils will be admitted in-line with the school's admission policy. If we are informed that a child may have a difficulty in learning we will endeavour to collect necessary information and work closely with parents and other professionals.

Our website contains the Local Offer, which provides clear information about the provision for SEND pupils at our school.

Baines Endowed School is wheelchair accessible and is on a single level. There is an accessible parking space available in the staff car park which can be used by pupils, parents

and visitors with disabilities. The school has ramps to provide access for wheelchairs and a disabled toilet with changing bed, shower and alarm system.

Related legislation and guidance

- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Working Together to Safeguard Children(2013)
- The Children Act 1989 (Volumes 2 & 3)
- Equality Act (2010)
- Reasonable adjustments for disabled pupils (2012)
- Supporting pupils at school with medical conditions (2014)

Reviewed by: Claire Walsh SENCO November 2017

Next review date: November 2018

This policy has been reviewed and agreed by:-

AG Finney_____ (Head teacher)

_____ (Governor)

Date:-