

Preston Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

May 2019

Name of SENDCOs: Sarah Robb and Stephen Fawdon

Tel: 01642 784735

National Award for SEN Co-ordination: Sarah Robb November 2013, Stephen Fawdon July 2014

Principles

- We actively seek to include children from all cultures and backgrounds, including children with a disability and those with special educational needs, in accordance with our Single Equality Scheme, Accessibility Plan and Behaviour Policy.
- Children with special educational needs have the right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfES Special Educational Needs Code of Practice 2014, The Special Educational Needs Personal Budgets Regulations, The order setting out the transitional arrangements
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability
- All pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy, nurturing environment.
- The feelings and opinions of children are important and valued
- Parents/carers have a vital role in supporting their child's learning
- All of the teaching staff at Preston Primary School teach every child in school, including those with SEND and are accountable and responsible for their progress and enjoyment.

Aims

- The staff and governors at Preston Primary School support a whole school approach to Special Educational Needs and Disabilities. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in a fully inclusive approach and collaborate with outside agencies and specialists in order to do so.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register
- We will enable all children to fulfil and reach their potential through using guidance, nurture, support and challenge.
- We will map provision for SEND pupils and evaluate the impact of this provision.

Objectives

- To identify and provide for pupils with special educational needs and additional needs (in consultation of parents, teachers, the SENDCO and outside specialists where appropriate)
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- To provide a SENDCO who will work within the SEND policy
- To provide support, advice and training for all staff working with special educational needs pupils
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the whole curriculum for all pupils

Identifying Special Educational Needs

The definition of Special Educational Needs taken from The Special Educational Needs Code of Practice 0-25 years is:

- *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 or a young person 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 that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions*

Section 6.25-6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or Physical needs**

As such, all children who require School Support **must** be registered under one of these categories. In addition we will monitor those children who we feel have an Additional Need but do not meet the threshold for School Support.

Hearing and Visual Impairment Enhanced Mainstream Provision

Preston Primary School is built upon a foundation of holistic excellence for all. We believe this can only be achieved where all members of staff take responsibility for progress of all pupils, including those with SEND, not just academically but socially and emotionally. We have three members of staff who have the relevant SENDCO qualification or experience, one of whom is the head teacher.

At Preston we are fully committed to inclusive education and we have challenged our thinking and the way we approach integration and inclusion in a mainstream environment. Having a hearing or a visual impairment does not need to be a barrier to learning. With the correct support, resources and intervention we believe that all children can cope well and can meet their potential in a mainstream environment. Our success in gaining the Enhanced Mainstream Provision has deepened our breadth of understanding technology, practical support and type of intervention we can offer to ensure that the children's needs are not a barrier to accessing high quality teaching and learning in a mainstream environment. We are excited to continue learning and developing our skills and expertise as a team as we welcome the children into our provision.

We do not envisage that the enhanced provision will be an add on to the Preston family, but become an integral part of our mainstream school, with bespoke learning opportunities to address the given needs of individual children.

Graduated Approach to SEN Support

Stage	Person Responsible
<p>1. Staff to initially highlight concerns to SENDCO, who will then offer immediate advice and support that can be put into place in the classroom as part of differentiation.</p>	<p>SLT (Incl SENDCO) Team Leader Class Teacher</p>
<p>2. Identifying what the barrier is, discuss strategies for Quality First Teaching to put in place to accelerate progress</p>	<p>SLT (Incl SENDCO) Team Leader Class Teacher</p>
<p>3. Identify those children who continue to not make progress, despite quality first teaching strategies being applied discuss appropriate Wave II intervention, with specific targets and objectives. Monitor the impact of this intervention</p>	<p>Team Leader Class Teacher SENDCO</p>
<p>4. If after effective Wave II intervention has been used and children are still not making progress access external drop in sessions to seek advice (e.g. SALT and Educational Psychologist). Advice from such external agencies will then be put into action and the process will begin again from box 2.</p>	<p>Team Leader Class Teacher SENDCO Informal drop ins with external agencies</p>
<p>5. Class teacher, team leader and SENDCO to continue to monitor progress. If child is still struggling to make progress concerns SENDCO must be informed.</p> <p>At this stage the ASSESS- PLAN-DO- REVIEW process is initiated, the child is placed on the SEND register and individual SEND profile is created (including IEP). This profile is reviewed three times a year in line with parents' consultations.</p>	<p>Team Leader Class Teacher SENDCO</p>

ASSESS – PLAN- DO- REVIEW PROCESS	
STAGE	PERSON RESPONSIBLE
<p>ASSESS</p> <ul style="list-style-type: none"> -Teacher’s assessments and experiences of the pupil - Pupil progress attainment and behaviour - The individual development in comparison to their peers -The views and experiences of parents/carers -Advice and support from external support agencies (as appropriate) 	<ul style="list-style-type: none"> Team Leader Class Teacher SENDCO Parents/Carers Pupils
<p>PLAN</p> <ul style="list-style-type: none"> -Teacher to plan highly differentiated lessons in conjunction and support with the SENDCO. (What changes will we make to Quality First Teaching to ensure the child’s needs are catered for in the classroom, this may include resourcing?) -All staff working with the child to be made aware of the individual needs (shared IEPs and Focused discussions) -The plan for targeted provision will be discussed with the parents, the child and the class teacher. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and the teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention into whole class activities when they return) -Training to be put in place where appropriate -Timetabled target intervention which is monitored regularly -Class teachers to provide planning time to support staff in implementing interventions -Teachers to take responsibility for monitoring the progress and on-going dialogue with parents -Clear objectives to be explained to the child to impact on clear and expected outcomes- -Additional provision that cannot be catered for by Preston Primary School will be considered if 	

<p>recommendations from outside agencies indicate this.</p>	
<p>DO</p> <ul style="list-style-type: none"> -The class teacher to be at the centre of the day-to-day responsibility for working with all pupils including those identified with SEN -Teachers to have access to joint planning time with SENDCO and support staff where appropriate -Intervention to be completed and recorded effectively so that teacher can have access to all work carried out and can therefore inform judgements made on progress made. -On-going assessment of pupils with SEND is the responsibility of the class teacher and feedback to the SENDCO should occur when issues begin to emerge, it is not necessary to wait until review meetings 	<p>Class Teacher Support Staff SENDCO Parents/Carers Pupils</p>
<p>REVIEW</p> <ul style="list-style-type: none"> -termly review meetings will be held to help track the progress of SEND pupils to assess if the child has achieved the target set during the plan stage. Discussions may include: <ul style="list-style-type: none"> -Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests. -If the child is on track to meet their end of year target -is there an improvement in their former rate of progress? -Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom? -Responses of pupils and parents should also be considered. -Termly consultations between SENDCO and parents will be held to discuss these reviews If as part of the review of the cycle it is felt that this cycle is still not achieving the desired outcomes for the child despite all of the above actions being completed thoroughly, an EHC plan will be considered. If this is successfully applied for then: 	<p>Class Teacher Support Staff SENDCO Parents/Carers Pupils</p>

Children with (EHP- Education Health and Care Plan)

-All adults working with the child that has a One-Plan must read the plan and be familiar with the content

-A clear range of strategies and approaches to support class differentiation are implemented

-Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed

- SENDCO to monitor progress termly with relevant staff, parents and pupils.

Transition

We are fully committed to ensuring that children with SEN needs are supported through phases of their education. We hold yearly transition meetings in July between class teachers, SENDCO and parents where necessary. Transition documents outlining plans for each child on an individual basis are passed to staff for the following year group or key stage within school. When a child reaches Y5, we proceed with the transition guarantee, enabling the child, parents and staff from Preston and prospective secondary schools to meet to discuss the best transition arrangements to Key stage 3. Enhanced packages of transition support are also available where necessary depending on the needs of the child.

Training and Resourcing:

A notional sum is set by the Local Authority for Preston Primary School. This sum is allocated for and is ring fenced for SEND. This sum is calculated by prior attainment of the children, FSM numbers and the deprivation factor. This sum is broken down at the end of the financial year and shared with SEND governor to show impact.

We also buy into specialist schools to support our children and the services of specialised speech and language therapists and the services of the Educational Psychologist.

Roles and Responsibilities:

SENDCOs – Sarah Robb and Stephen Fawdon

SEND Governors – Kerry Stockley and Sarah Phillips

Teacher of Hearing Impaired (working towards QTHI) Stephen Fawdon

Teacher of Visual Impaired (working towards QTVI) Lucie Addison

SEND Teaching Assistants-

- Natalie Bellas
- Kayleigh Cattermole
- Barbara Hunt
- Louise Johnson

Designated teacher for child protection – Sue Richardson, Duncan Clift and Andrew Robinson

Designated teacher for looked after children- Duncan Clift

Person responsible for pupil premium and Looked after children funding – Sue Richardson

Storage and managing of information

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information and the latest GDPR policies with effect from 25th May 2018.

Dealing with complaints

Any complaints that parents of pupils should have with SEN or Disability at Preston Primary School should refer to the school's complaints procedure policy.

Reviewing the policy

The SEND policy will be reviewed May 2020