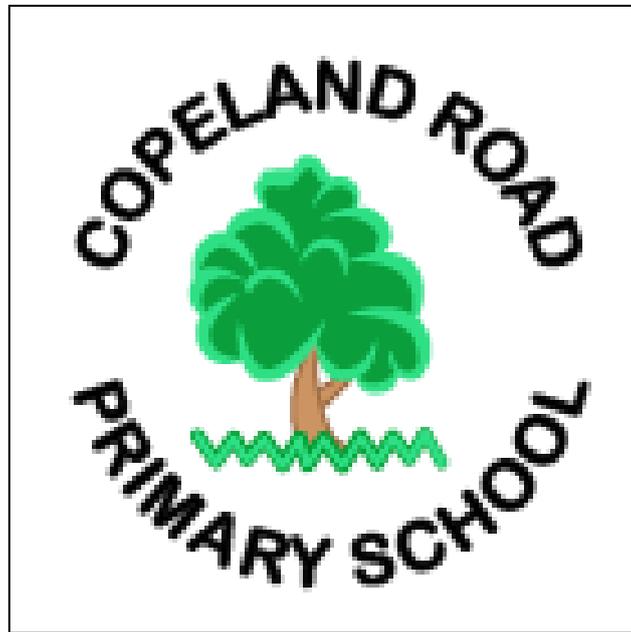


# Whole School Policy for SEND 2020-2021



Chair of Governors: Mrs Davison

SEND Governor: Miss Taylor

Head teacher: Mrs Kidd

SENCO: Mrs Summerfield

## **INTRODUCTION**

This policy should be read in conjunction with The Code of Practise, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Assessment for Learning Policy;
- Anti-Bullying Policy;
- Medical Needs Policy

This policy reflects the values and philosophy of Copeland Road Primary School in relation to the teaching and learning of children with Special Educational Needs and Disabilities (SEND). It:

- Sets out a framework within which all staff, both teaching and non-teaching, work;
- Gives guidance on planning, teaching and assessment.

## **SCOPE**

This policy relates to all children irrespective of age, race or gender. Children with special educational needs (SEN) can be admitted to the school in the usual way after following the procedures that apply to all pupils. Admission, however, is dependent on the availability of places within the appropriate year group. The Headteacher and staff, in consultation with other appropriate agencies, will plan relevant work and, whenever possible, make the National Curriculum accessible for pupils with special needs of many kinds.

## **ENTITLEMENT**

Children are entitled to receive a broad balanced curriculum which is relevant to their needs and differentiated to their abilities. Copeland Road Primary School has some special adaptations (e.g. hand rails or wheelchair access lift) for children with physical disabilities.

## **DEFINITIONS**

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

"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." (*Code of Practice D.F.E. 2014*)

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 pupils of 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.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Copeland Road Primary School accepts that more able pupils also have special needs although of a different nature. For the purposes of this policy, however, "special needs" are only considered to be applicable to those pupils with learning difficulties as indicated above. Those pupils who are more able or talented are considered in the Policy Statement for More Able and Talented Pupils.

## **RATIONALE**

This Special Educational Needs and Disability policy details how, at Copeland Road Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and those needs are made known to all who are likely to teach them. The school will do everything it can to ensure that teachers are able to identify and provide for those pupils who have special educational needs and disabilities to allow pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

All children with SEND will be given every opportunity to develop to their full potential with the guidance and support of their class teacher, members of our support staff team, the SENCO and relevant Outside Agencies.

Copeland Road Primary School is committed to ensuring that the necessary provision is made for every pupil. We are passionate about inclusive education for all and we welcome children from diverse backgrounds, cultures, faiths and religions and intellectual ability and we strive to meet the needs of all children from 4-11 with a learning difficulty, disability, disadvantage or

## Special Educational Need.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and;
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Copeland Road Primary School is an inclusive school which caters for a wide range of SEND, including pupils with:

- Communication and interaction needs;
- Cognition and learning needs;
- Social, emotional and mental health difficulties;
- Sensory or physical needs.

Copeland Road Primary School, we deliver an appropriate curriculum to:

- Provide suitable learning challenges;
- Meet the children's diverse learning needs;
- Remove the barriers to assessment and learning.

The teaching needs of all pupils, particularly children with SEND, requires:

- Positive attitudes from all staff;
- Partnerships between children and teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning whenever possible;
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- Partnerships between home and school;
- Extra support at times in order to access National Curriculum.

At Copeland Road Primary School, we welcome all children and value them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

## **THE ROLE OF THE PARENT/CARER**

We value the role of the parent/carer and work in partnership with families to ensure that we meet the child's needs. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a

child is first identified. We aim to reassure parents/carers and clarify any issues and information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings. We have an open-door policy and we make it clear to all parents/carers, including those of children with SEND, that we are always available to discuss their concerns or provide support, information and advice whenever it is required.

### **THE AIMS AND OBJECTIVES OF THIS POLICY**

At Copeland Road Primary School, all members of staff work together as a team, and by working in partnership with pupils and their parents/carers, we strive to ensure that the following aims are met:

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a program of support and intervention to address their individual needs;
- To continuously track the progress of children with SEND through school tracking systems, review meetings, lesson observations, SEND provision map reviews and SEND support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high quality resources for children with Special Educational Needs;
- To take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

### **ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as

a whole.

### **GOVERNORS**

The Governing Body will have the following responsibilities.

They will:

- appoint a Governor with specific responsibility for SEND;
- ensure that there is a qualified teacher designated as SENCO;
- ensure the SEND Governor works with the SENCO and holds the SENCO to account;
- ensures the SEND Governor feeds back to the whole Governing body regularly to ensure all Governors are fully aware of current SEND practice in school;
- have regard to the SEND Code of Practice and oversee the implementation of this document in school, providing strategic support to the head teacher and SENCO as required;
- publish information on the school's website about the implementation of the school's policy for pupils with SEND;
- cooperate with the Local Authority including in developing and maintaining the local offer;
- cooperate with the Local Authority including when the school is being named in an EHC plan;
- ensure that arrangements are in place in school to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel;
- arrange and attend regular SEND training with the Local Authority to ensure they keep up-to-date with developments at both a school and County level.

### **HEADTEACHER**

The head teacher will have the following responsibilities.

They will:

- take overall responsibility for implementing the code of practice;
- ensure that the SENCO has adequate time to carry out duties;
- ensure that the SENCO is able to influence strategic decisions about SEND;
- ensure the wider school community understands the implications of SEND provision for whole school improvement (from Governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a

year);

- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND Support and any newly identified pupils with SEND;
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently with an EHCP and any newly identified as requiring this additional EHCP support;
- report to the governing body about how resources are deployed to meet provision.

### **THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)**

The SENCO (Special Educational Needs Coordinator) works with the Governors, Headteacher, Staff (including those from other school settings and outside agencies), Parents and Pupils to oversee the provision for pupils with special educational needs.

The role of the SENCO includes:

- oversee the day-to-day operation of school's SEND policy;
- coordinate whole school provision for children with SEND;
- manage the support staff team to ensure the SEND Provision Map is implemented consistently and effectively across school;
- liaise with and offer advice to other teachers in school;
- liaise with the designated teacher where a Looked after Child has SEND;
- oversee all records including individual children's files, SEND support plans and EHCP documents;
- ensure teachers and support staff work closely with parents/carers to follow a graduated "assess, plan, do, review" approach to SEND Support;
- advise on the use of a delegated budget and any other available resources;
- liaise with parents of children with SEND;
- maintain links with other education settings and outside agencies;
- liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- liaise with potential next providers of education;
- work with the Head Teacher and Governors on the Equality Act;
- ensure that SEND records are up to date;
- contribute to the in service training of staff.

### **CLASS TEACHERS**

All class teachers are responsible for the initial identification and assessment of SEND. They also have responsibility for its provision within the classroom. Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review to meet the needs of pupils with SEND;
- focus on outcomes for children with SEND;
- be clear about the outcomes wanted from any SEND support plans that are written;
- be responsible for meeting the special educational needs of all children;
- use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- have high aspirations for every pupil;
- set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them;
- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

### **SEND SUPPORT STAFF**

Class teachers work with the support staff to plan effective provision for pupils with SEND. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to outcomes set out in support plans.

- TAs are part of the whole school approach to SEND, working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance and attainment.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support, agreed with parents, in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### **OTHER SCHOOLS**

The SENCO will maintain continuity across phases of education by liaising with colleagues as appropriate and by making SEN records available to other schools as needed.

### **IDENTIFICATION AND OBSERVATION OF PUPILS WITH SEN**

At Copeland Road Primary School, we assess each child's current levels of attainment on entry to our school in order to ensure that we build upon the pattern of learning and experience already established. Baseline assessments are also completed when children join school at other times.

Following this initial assessment, if difficulties are identified, the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the Special Educational Needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their understanding of English or arise from Special Educational Needs. At Copeland Road Primary School, we have links with the EAL service at the Local Authority and advisory teachers carry out initial assessments to support and enhance the judgements we have made in school.

Through their discussions, observations, assessments and data analysis, the SENCO, class teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCO or teaching staff of any concerns and possible Special Educational Needs.

### **THE NATURE OF INTERVENTION**

Once SEND needs have been identified as part of the assess, plan, do, review process, the SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult support to implement the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for advice on strategies, resources or equipment.

## SEN SUPPORT

When a class teacher or the SENCO identify a child with Special Educational Needs, first, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. Children who require this additional support will be placed on the school SEND Short Note. As part of the assess, plan, do, review process, the impact of these interventions will be monitored closely. Where a Short Note has not fully met the child's needs, a SEN Support plan will be created. When a child is identified as having SEND they will be placed on the SEND register as SEN Support.

The triggers for SEN support are that, despite receiving Quality First Teaching, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class or group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service that cause barriers to learning;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Once a child has been identified as requiring SEN Support plan, outcomes will be developed by the class teacher and SENCO. The SEN Support Plan will include information about:

- the short-term outcomes set for the child;
- the teaching strategies to be used;
- the resources required;
- the additional provision to be put in place;
- the adults responsible for addressing each part of the plan;
- when the plan is to be reviewed;
- outcomes of the formal review and next steps.

The SEN Support Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon specific individual outcomes that match the child's needs. These will be agreed following discussions with the child, where appropriate, and their parents/carers.

## **REFERRAL TO OUTSIDE AGENCIES**

If necessary, the SENCO, in partnership with parents/carers, will seek further advice and additional support from other specialist support teams. Formal referral forms will be completed and copies will be kept on the child's file along with any correspondence received from the agency. Where telephone referrals are made, a record of the information provided will be kept on the child's file.

At this stage, external support services will:

- provide specialist assessments to inform planning and the measurement of a pupil's progress;
- give advice on the use of new or specialist strategies or materials and;
- in some cases, provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets and outcomes have been set and achieved. Permission for this information to be shared will be sought from the parent prior to the referral being made. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly.

The school has established strong links with a range of external agencies and uses them effectively to support children with SEN. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken.

## **REFERRAL FOR EDUCATION, HEALTH AND CARE ASSESSMENT**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, or where the child has not made expected progress following at least 2 cycles of assess, plan, do, review of their SEN Support Plan, the school or parents should consider requesting an Education, Health and Care Assessment. At this stage, the child will have

demonstrated significant cause for concern. To inform this decision, the Local Authority will expect to see evidence of action taken by the school and they will need information about the child's progress over time as well as a range of other documentation relating to the child's needs.

These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- Records of special arrangements that have been put in place or any additional resources that have been used and their effectiveness;
- At least 2 SEN Support plans showing the assess, plan, do, review process and their evaluations;
- Records of regular reviews and their outcomes;
- The pupil's health information, including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics and any other subjects if appropriate;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Parental completion of the 'My Story' document that outlines the child's background, including information on family, the pupil's health including the child's medical history where relevant and the involvement of other professionals such as health, social services or education welfare service;
- Involvement of other professionals such as health, social services or education welfare service;
- Costed provision maps.

Parents or school are the only partners who can request an Education, Health and Care Assessment.

### **EDUCATION, HEALTH AND CARE PLAN (EHCP)**

An EHCP includes the following and will be formally reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil's Special Educational Needs;
- Short term outcomes for the child to work towards;
- 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;
- Reports and views of any other specialist involvement.

All children with an EHCP will have short-term outcomes set for them that have been established after consultation with parents and, where appropriate, the child. An EHCP will be reviewed annually and will last until the child is 25,

or all outcomes are met.

### **TOP-UP FUNDING**

For pupils who have a significant and/or complex level of need, as assessed by school staff and an Educational Psychologist, but not in need of an EHCP we would speak to parents to ask them whether they would give consent for the application of top-up funding (this only applies to a very small number of pupils, approximately 2%). The school would then submit evidence to a SEN Panel showing the complex and/or significant level of support needed for the pupil. If the SEN Panel agrees that the evidence presented shows that a pupil needs additional funding to further support them in mainstream then this will be given to the school. It usually recommends that a pupil receives additional support (although this varies according to the pupil's needs). Support may be a mixture of small group and individual provisions and will be organised differently according to the needs of the child. A child with top-up funding or an EHCP will often need a highly individualised curriculum.

An Annual Review meeting will be held to discuss the progress of a child who has an EHCP and make any necessary amendments, for example to provision made for them at school or changes to the detail of the EHCP itself. Parents and other agencies who work with the child will be invited to take part in this yearly meeting. For some children who have an EHCP, it may be more appropriate for them to be educated in a more specialist setting, rather than a mainstream school. However this is very rare and would only occur after considerable consultation and discussion with parents, the child and external specialists.

### **RECORDING SEND**

Records are kept on all children with SEND, detailing steps taken to support them in school. All SEND record files are kept up-to-date by the SENCO. These are stored securely following data protection guidelines.

### **SEND REGISTER**

This is maintained by the SENCO. It indicates which children have SEND and what stage they are at. The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;
- Involvement of outside agencies;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies.

Individual Pupil Files are kept up to date by the SENCO. These will include records of:

- Child's name;
- Details of SEND;
- Copies of referrals made to outside agencies;
- Involvement of outside agencies, including records of informal discussions, feedback meetings and written assessment reports;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies;
- Copies of SEN Support Plans / EHCP documentation.

### **CLASS TEACHERS**

Class teachers will contribute to the formation of SEN Support Plans. They will also attend review meetings with parents which will be led by the SENCO. Class teachers and relevant members of support staff will keep paper copies of SEN Support Plans (without the personal details section for data protection purposes). These will be used as working documents and will be annotated regularly to assist in the review process. Access to electronic copies of SEN Support Plans is via school computer system and teachers will access these documents when amending SEN outcomes during formal reviews. Deadlines for reviews to be completed and new outcomes established will be set and monitored by the SENCO.

### **TRANSFER OF INFORMATION**

Transfer of Information will be the responsibility of the SENCO. A member of office staff will ensure that the Pupil Transfer Checklist is completed within an appropriate timescale. If paper copies of documents are handed over, these will be signed by a representative from the child's new school and a representative of Copeland Road Primary School. A member of office staff will also ensure that if requested, electronic documents are transferred securely following Local Authority guidelines.

SEND information required for children who join Copeland Road Primary School will be gathered by a member of office staff following guidelines put in place by the SENCO. All paper records received will be signed for by a member of staff from Copeland Road Primary School and a representative from the child's previous school.

### **MONITORING AND ASSESSMENT**

Pupils with SEN are monitored using the same assessment procedures used for other pupils in school, although at times these are adapted to make them more accessible/appropriate. Monitoring or progress towards targets is carried out by teachers and support staff. Additional assessments are sometimes used to check progress made such as reading/spelling scores, dyslexia/dyspraxia screenings.

For some children with SEN, it may be appropriate for them to have special arrangements to help them access their Year 6 SATs. This may take the form of extra time, having an adult read the Mathematics papers to them or an adult to act as a scribe. This is something that the Year 6 teacher or SENCO will discuss with parents, if appropriate.

Although some pupils with SEN may not achieve objectives which are in line with National expectations or with the majority of the peers in their year group, it is still important that we have high expectations for their achievement and monitor them to make sure they are making adequate progress at their level.

#### What is adequate progress?

This may include the following:

- Improvement in self-esteem/confidence
- Increased independence when approaching tasks
- Improvement with social skills or behaviour
- Progress which matches or betters previous rates of progress
- Progress similar to peers working from similar starting points
- Closing the attainment gap (the gap between children with SEN and without SEN)
- Preventing the attainment gap from getting wider

#### PARENTS

As a school we recognise the impact a strong relationship between school and home can have on children's progress. This can be especially important for children who have SEN. We keep parents informed of any difficulties their children are having and support they are receiving at school. Parents are able to talk to their child's teacher at termly parents' evenings and are invited to speak to the SENCO about any concerns they have. Parents are also aware of our 'open-door' policy and know they are welcome to come into school at any time to discuss any concerns they may have.

#### COMMUNITY OF LEARNING (CoL)

The school is actively involved with the Community of Learning, it is part of CoL 8. The Head Teacher regularly attends CoL meetings. The Head Teacher then feeds back information to other school staff.

### **ANNUAL REVIEWS**

It is a statutory requirement for children with an EHCP to have an Annual Review. At Copeland Road Primary School, we hold formal annual reviews for children with an EHCP and termly reviews for those with SEN Support Plans. Parents/carers and other agencies, where appropriate, are invited to these review meetings. Parents/Carers of children with an EHCP are also invited to attend termly review meetings to discuss the progress made towards the outcomes identified within the EHC Plan. Usually, these reviews are completed during scheduled meetings however at times, reviews are done as part of the Parent/Teacher Open Evenings. During these SEND review meetings, feedback is given about a child's progress and new outcomes are agreed. Parents/Carers and other professionals are invited to share their views and the outcomes of any interventions/assessments they have completed. Written records of all review meetings are kept on the child's file.

### **STAFF TRAINING**

The SENCO makes an annual audit of training needs for all staff, taking into account school priorities as well as personal and professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff. Funding for any required CPD is taken from the SEND School Budget. Any training that takes place is evaluated by the member of staff who attended the training and feedback is provided to other staff as necessary. Where specific training is required to support a pupil or group of pupils with specific needs, this may form part of the staff appraisal process.

### **MEDICAL REGISTER**

The Head Teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders. Relevant medical information will be shared with all staff as required in order to ensure that the child's medical needs are fully met. The Medical Register may be amended throughout the year as updated medical information is received in school from parents/carers or medical professionals. Advice from the school nurse will be sought as appropriate. The SENCO will become involved should a child's medical attention present a barrier to their learning.

### **PUPILS WITH PHYSICAL DIFFICULTIES**

The school does not currently have any pupils with significant physical disabilities although we do have provisions in place should this arise (ramps, a disabled toilet) Future plans to develop this provision further are included in the school's accessibility plan.

### **POLICY EVALUATION**

The implementation of this policy and its effectiveness will be monitored by the Head Teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- the progress of children with SEND compared to non- SEND children;
- the standards reached by children with SEND;
- the percentage of parents attending review meetings, including Annual Reviews;
- the number of complaints received regarding SEND provision.

Through regular classroom observation and scrutiny, we will also take into account:

- the quality of curriculum planning;
- the extent to which teachers and SEND support staff work together as a team;
- the extent to which pupils are following an appropriately differentiated curriculum;
- the use of varied resources which enable pupils with SEND to make progress towards their targets and outcomes;
- the ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.

## GUIDELINES ON SPECIAL EDUCATIONAL NEEDS (SEN)

### OBJECTIVES

- ◆ Provision for a child with SEN should match the nature of his/her needs and help him/her reach full potential during each school year.
- ◆ The school will keep accurate records of a child's SEN, the assessments completed, plans made, provision and the outcomes of reviews.
- ◆ The school will work within the guidelines of the Code of Practice in undertaking SEN provision.
- ◆ Every effort will be made to identify how parents prefer to work with schools, with the recognition that some families will require both practical help and emotional support if they are to play a key role in the education of their children.
- ◆ Outside specialists will be involved as and when appropriate and especially in any referral to the LA for a statutory assessment.
- ◆ The school will monitor and review the success of its arrangements for helping children with SEN and, if necessary, amend them to improve their usefulness and efficiency.

### MANAGEMENT

Copeland Road Primary School, in line with the recommendations of the 2014 Code of Practice, has adopted the use of 'SEN Support' and Education, Health and Care Plan.

Parents will be involved at each stage and children should, where possible, participate in all the decision-making processes that occur in their education, including the setting of outcomes, contributing to support plans, discussions about choice of schools, and contributing to the assessment of their needs and to the annual review process. They should feel confident that they will be listened to and that their views are valued.

Support Plans will include information about the outcomes set for the child, the teaching strategies and the provision to be put in place, when the plan is to be reviewed, and the outcome of the action taken. The Support Plan will only record that which is additional to or different from the differentiated curriculum plan that is in place as part of normal provision. The Support Plan will focus on three or four key targets and should be discussed with parents and with the child. They will be reviewed three times a year (half terms).

### SHORT NOTE

A Short Note is when early education practitioners who work day-to-day with the children, or the SENCO, identify that a child possibly has SEN. Parents will be informed and their views and participation will be actively sought.

## **SEN SUPPORT PLAN**

SEN Support Plan is when a class teacher identifies to parents that a pupil possibly has SEN, and, in consultation with the parents, devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. Children are encouraged to participate in the development of targets and other relevant educational decisions. The class teacher remains responsible for working with the child on a daily basis, involving him/her in outcome setting processes and planning and delivering an individualised programme. A SEN Support Plan will include outcomes in consultation with parents and possibly external services if required and are provided with advice or support from outside specialists. The SENCO will monitor and review the action.

Children may be allocated the assistance of a Teaching Assistant (TA) for some school sessions if their needs are particularly difficult to meet in the classroom situation.

In some instances, children will require top-up funding or EHCP. This is compiled from advice written by all professionals involved in the child's education and welfare, along with parents, and the child if appropriate.

The Education, Health and Care Plan contains:

- ◆ Introduction - Child's name, address, date of birth, sex, home language and religion and the names and address(es) of parents.
- ◆ Special Educational Needs - Details of each of the child's learning difficulties.
- ◆ Special Educational Provision - Objectives, appropriate provision to meet needs and arrangements for monitoring progress.
- ◆ Placement - Name of the school which the child will attend.
- ◆ Non-Educational Needs - (Details of these, if applicable).
- ◆ Non-Educational Provision - (Details of these, if applicable).

Children with an Education, Health and Care Plan will have annual reviews, which are held in school. The Headteacher must request information from the child's parents, anyone specified by the authority and anyone else considered appropriate, and must circulate copies of all advice received to those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Review for children in Y6 would include cross-phase liaison with the child's chosen secondary school whenever possible. Minutes are taken

and sent to the parties involved after the meeting.

## **TEACHING AND LEARNING PROCESSES**

### **TEACHING PROCESSES**

A variety of teaching processes are used at Copeland Road Primary School including individual, paired, small group and whole class activities. The National Curriculum is covered through cross curricular and discrete subject-based lessons. Class teachers keep relevant SEN Support Plan outcomes with their short term planning, and are prepared to differentiate the normal work to enable children to participate at levels appropriate to their abilities and aptitudes. TAs can be used to help with classroom work or to focus on improving an individual's knowledge, understanding or skill in particular problem areas. The school upholds the idea of integrating support staff into the classroom, but, on occasion, withdrawal from the classroom is also beneficial. The staff recognises the value of a high level of praise and encouragement to increase self-esteem and confidence in all pupils, but especially those with SEN.

### **LEARNING PROCESSES**

At Copeland Road Primary School, the staff attempts to offer a range of differentiated work to appeal to, and meet the needs of, children with SEN, including the use of technology and multi-sensory approaches.

### **RESOURCES**

Mainstream schools have within their delegated budget, some funding to meet the needs of children with SEN. The allocation of money for SEN provision and relevant teacher In-Service training is at the discretion of the Headteacher and the Governing Body. Suggestions for ways of spending money on particular aspects of SEN provision would be discussed as a staff prior to being placed before the Governors for discussion and approval.

The issuing of an EHCP, require the LA to make additional funds available to the school.

### **CROSS-CURRICULAR ISSUES**

The curriculum is delivered through cross curricular and subject-based lessons from the National Curriculum and the concepts underlying PSHCE. In line with the main aims of the SEN policy, children with learning difficulties will be offered equal access to work on these themes and issues alongside their peers. Curriculum Co-ordinators will include strategies for meeting SEN in their policies and guidelines.

### **RECORDING PUPIL PROGRESS**

Each individual teacher decides if a pupil is working at age related expectations or below, by regularly assessing him/her against the requirements of the National Curriculum, completing records of attainment, and collecting evidence to support judgements. If there is:

- 1). a significant discrepancy between an individual's attainment and that of the majority of children of the same age, or
  - 2). the child exhibits emotional or behavioural difficulties, or
  - 3). the child has sensory or physical needs which require additional specialist equipment or regular advice or visits by a specialist service, or
  - 4). the child has ongoing communication or interaction difficulties,
- the teacher may decide that the child requires special educational provision in order to achieve his/her full potential.

The class teacher and SENCO will then keep records of the special educational provision made for that child, and his/her progress with respect to designated 'outcomes', and will use a SEN Support Plan to assist with monitoring assessment of pupil progress. From an early age, children with SEN will be actively involved at an appropriate level in discussions about their outcomes, including review arrangements and have their views recorded. Children will be encouraged to share in the recording process and in monitoring and evaluating their own performance. Pupils' views will be sought and recorded as part of the EHCP Review process where possible.

### **MONITORING AND ASSESSING PUPIL PROGRESS**

The school will assess and provide a written report on each pupil by the end of the school year. This will be done through teacher assessment, and SAT results. Teachers are regularly assessing children for a variety of reasons and in a range of ways. Children with SEN require more detailed records. Support Plans are reviewed termly (before if needed) to ascertain the effectiveness of teaching methods, and parents should be involved in the planning and review procedures. The LA, support services, and agencies outside the school may also be required to contribute to the assessment of individuals.

### **TEACHER SUPPORT**

The SENCO will:

- ◆ keep staff informed of any changes to the methods of assessment and SEN provision;
- ◆ ensure that any available finance is spent on resources for SEN provision;
- ◆ seek the help of experts from outside the school where necessary;
- ◆ lead staff discussion on the implementation of the Code of Practice and help staff fulfil the requirements of the SEN policy and guidelines.

## **EVALUATION**

The effectiveness of educational provision for children with special needs will be evaluated by the staff and the Governing Body and the policy and guidelines will be updated to incorporate any changes which the evaluation process finds to be appropriate.

## **Bibliography.**

Special Educational Needs: Code of Practice. (DfES 0581/2001).  
Inclusive Schooling: Children with Special Educational Needs. (DfES/0774/2002).  
SEN Toolkit publications. (DfES 558/2002).

## **POLICY FOR THE EDUCATION OF CHILDREN WITH MEDICAL NEEDS WHO ARE TEMPORARILY UNABLE TO ATTEND SCHOOL.**

All pupils who are unable to attend school because of medical needs remain on the school roll. The Home and Hospital Support Service will be informed if a child is, or is likely to be, absent from school because of medical needs for more than fifteen working days and the school will provide appropriate information about the child's capabilities, progress, programmes of work and resources. The school will then work in partnership with the Home and Hospital Support Service, parents/guardians and the pupil to monitor provision, review progress and support reintegration into school. The school will take into account parents' and pupil's views in all matters relating to educational provision provided outside school in such circumstances.

Pupils educated in small groups (e.g. in hospital) have provision for 5 half-days per week.

Pupils educated individually (e.g. at home or receiving support towards reintegration) are offered a minimum entitlement of 5 hours' teaching per week.

Whether a pupil can access the minimum entitlement or an increased level of provision will depend upon the state of his/her health. The minimum entitlement may be increased if the child has an EHCP.