

SPECIAL EDUCATIONAL NEEDS POLICY

INTRODUCTION

- We value the abilities and achievements of all of our pupils and are committed to providing for each pupil the best possible environment for learning.
- We recognise that children may have SEN throughout, or at anytime during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.
- Our school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.
- Teachers take into account in their planning a child's SEN and the provision made therefore enables them to participate effectively in curriculum and assessment activities, in addition to broader aspects of the school's life.
- We acknowledge that even before a child reaches school age he/she may have SEND requiring intervention.
- We believe all children are capable of achieving success at their own level, we endeavour to ensure all children reach their full potential.
- We appreciate that the knowledge, views and experiences of parents are essential. We believe that in order to ensure success, we need to work in partnership with everybody involved with the child.

AIMS AND OBJECTIVES

The aims of this policy are:

- To ensure children with SEND should have their needs identified as soon as possible.
- To create a positive learning environment that meets the special needs of each child effectively.
- To ensure all children have access to a broad, balanced and differentiated curriculum in order to allow SEND children to reach their potential in all areas.
- To encourage children to develop confidence and self esteem and to build upon and evaluate their own learning, contributing at all levels (as appropriate) .
- To ensure SEND children are fully included in school activities.
- To ensure all staff are aware of their responsibilities to all pupils.
- To ensure parents are kept fully informed at every stage (by Class Teachers/SENCO/ Headteacher, as appropriate) and vice versa.

EDUCATIONAL INCLUSION

We respect the fact that all children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.
- Need a range of different teaching strategies and experiences.

Teachers respond to children's needs by:

- Providing support in curriculum areas where appropriate.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning and physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.

This policy ensures that teaching arrangements are fully inclusive providing appropriate resources are made available.

The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support, such as ELS and Booster groups.

Additionally children have the opportunity to talk to our Nurture Practitioner (Celia Potts) in relation to extra pastoral support if required.

ROLES AND RESPONSIBILITIES

In this school provision for pupils with SEN is the responsibility of all members of staff.

Mrs Henderson, the SENCO, has responsibility for the day to day operation of the SEN policy which may include:

- Co-ordinating provision for children with SEND, planning work, offering advice/support for staff /parents/ children(as required) / holding review meetings or target setting.
- Supporting TAs / STAs, HLTAs as required.
- Overseeing records of children with SEN/Monitoring progress.
- Liaison with parents of children with SEND.
- Contribution to in service training, to meet perceived needs.
- Liaison with external agencies including educational psychology services, health and social services and voluntary services, CASL and LSAL, where appropriate.

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- Producing a provision map for SEND funding (with Headteacher).
- Liaison with Specialist Schools and centres in relation to Dual Placements / Secondary School SENCOs in relation to transition.
- Producing health plans (as required).
- Taking a lead in monitoring and evaluating the effectiveness of the SEN policy.

The SENCO will also liaise with the Headteacher and management team, staff and governing body.

Olwyn Luckley is the Governor with responsibility for SEND.

SPECIALIST PROVISION

Accessibility : Our school provides access for visitors and children with physical disabilities, e.g. ramp from playground to KS1 and Nursery/ Early years area disabled toilet, in both the Nursery and KS1 areas. A changing facility with hoist situated between KS1 and KS2 is available for all children. Non slip flooring in corridors and cloakroom (KSI).

(Please refer to Local Offer on School website re Specialist Provision)

IDENTIFICATION, ASSESSMENT AND REVIEW FOR CHILDREN WITH SEN

Definition of SEN (SEND Code Of Practice Jan 15)

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/her. A child/young person has a learning difficulty or disability if he/she

- a) has a significantly greater difficulty in learning than the majority of others of the same age or,
- b) has a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream school.

These children will require their educational programme to be adapted in some way, which is additional to, or different from that which is offered to their peers.

The SENCO works with staff to ensure children who may need additional or different support to that normally found within the classroom, are identified as early as possible and a plan is developed, incorporating any adaptations to the curriculum and learning environment.

School will attend any review meetings prior to a child starting Caldew Lea as soon as we are made aware of these. School liaise with feeder nurseries / schools and reception

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teachers and conduct home visits allowing staff to identify needs / liaise with agencies involved at an early stage .

Progress made is regularly monitored and reviewed. Targets are reviewed regularly with Parents/Carers(both informally and formally) Parents are always encouraged to discuss any concerns/issues with School Staff.

The school does not identify children as having SEND unless we are taking action that is additional to, or different from that which takes place in the classroom as part of our differentiated approach.

Children who are not making adequate progress may be identified as having SEND.

Class teachers consult with the SENCO when evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress.

ADDITIONAL SUPPORT

Additional support is provided within school (school support). This is monitored and reviewed regularly through Individual Education Plans. The teacher or SENCO will consult with parents, carers, teachers and support staff (as appropriate) regarding the targets, to ensure all interested parties are aware of the learning targets and their contribution to its implementation. Targets are regularly reviewed to evaluate its effectiveness. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target setting process.

Support may include:

- Extra adult time in devising the nature of planned intervention and monitoring.
- Provision of different learning materials or special equipment.
- Some individual or group support (resources allowing).
- Staff training.

If we have evidence that a child is making insufficient progress despite school support the SENCO may seek further advice from outside specialists / professionals, including specialist teachers or educational psychologists. This would involve initially completing an Early Help Assessment form with Parents.

The SENCO will keep the parents and children fully informed about any proposed interventions.

Education Health Care Plan

Children with an EHCP will, in addition to the ongoing review of their progress and more specific support, be reviewed annually. Recommendations will be sent to the LEA .

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Our school will liaise with the receiving school when a child is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

NB Some children still have Statements which will eventually convert to EHCPs - these continue to be reviewed on an ongoing and annual basis.

ALLOCATION OF RESOURCES

The head teacher (Rev I. Johnston) is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school.

Caldew Lea employ a variety of staff TAs/STAs/HLTAs to meet pupil's needs. (See local offer).SEND children have appropriate targets set and regularly reviewed (additional support is highlighted on planning). Interventions are regularly evaluated to ensure progress.

The Headteacher informs the governing body of how the funding allocated to support SEND has been employed.

The Headteacher agrees how to use funds, including those related to EHCPs.

Additional funding may be requested from the local authority if necessary. Schools have some funding in their school budget to meet the needs of pupils with additional needs.

The effectiveness of the resources for SEN is reviewed as part of the ongoing process of self-evaluation in school.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meeting children's SEN. Lessons have clear objectives:

- We differentiate work appropriately.
- We use assessment to inform the next stage of learning.

Children identified as SEND have targets designed to enable the child to progress.

We try to support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we try not to withdraw children from the classroom situation. However, there are times when to

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maximise learning, children work in small groups, or in a one to one situation outside the classroom.

The SENCO and SEN governor meet regularly to discuss SEN issues. The SENCO and the Headteacher meet regularly to review SEN and its provision where appropriate.

COMPLAINTS PROCEDURE

Please see Class Teachers initially and this will be referred to the Headteacher if required.

Consult Equality Act 2010 (re Disability)

Please see Formal Complaints Procedure document.

STAFF, TRAINING AND PARTNERSHIP

Support is given to NQTs and new members of staff as part of their induction.

Staff are encouraged to attend SEN courses.

Staff meetings and Inset time (as required)

SENCO, in consultation with the Headteacher, aims to provide training through INSET to ensure all staff are fully informed of relevant SEN issues and procedures within the school.

SENCO liaises with Children's Services early.

SENCO liaises with SENCO cluster groups to update information.

PARTNERSHIP WITH PARENTS

Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in the case of any concern.

The school can provide information/contact numbers regarding independent support and advice for parents if required. The service is called Cumbria Information Advice and Support Services. The named advisor for the Carlisle area is Deborah Turner.

At all stages of the SEN process the school aims to keep parents fully informed and involved sharing information/ including differentiated targets . The knowledge, views and experiences of parents are vital. We liaise with parents through;

- Review meetings
- Informal discussions/ Parent's evenings
- Home/School diaries (if appropriate)

LINKS WITH OTHER SCHOOLS

Links are made with other mainstream schools through:

- Assessment
- Evidence of work
- Reports
- Liaison meetings/Additional visits for SEN children
- Visits by staff members
- Informal discussions
- SEN paperwork etc.
- Carlisle School's Partnership Network

When children move to another school their records are transferred as quickly as possible.

On transition from Early Years to KS1, KS1 to KS2 and throughout the primary stage , including Y6 into the secondary phase, the SENCO liaises with the appropriate staff to ensure that effective arrangements are in place to support children. Liaison with secondary schools usually takes place in the summer term or sooner if required, e.g. if additional visits are required. School liaises closely with James Rennie SENCO and staff in relation to children with dual placements and Gillford Centre staff if required, to ensure continuity and progression.

LINKS WITH OTHER AGENCIES

The named officer for our school is Yvonne Reay Bennett

Links will take place with Health and Social services including Physiotherapists, Occupational Therapists, Educational Psychologists / Speech and Language Therapists / Social Services / Voluntary Organisations/ Barnardo's / Relevant Paediatricians, Special Schools / Health Specialists, as required. Our school nurse is Claire Errington.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

The success of this policy is judged against the aims set out above. The Governing Body's Annual Report will comment on its implementation.

The school will set some targets against which progress can be measured on an annual basis.

FURTHER INFORMATION

Please see other school policies, which may relate to SEN:

- Inclusion
- Teaching and Learning
- Assessment
- Behaviour
- Equal Opportunities
- Gifted and Talented
- Medical Policy
- Looked after children

This policy will be updated annually and any changes of information occurring during the year will be updated ASAP.

See also SEND Code of Practice 2015

Equality Act 2010

Mental Capacity Act 2005

Children and Families Act 2014

SEN Information Report (C.O.P 2015)

Supporting pupils at school with medical conditions (Sept 14)

Mental health and behaviour in schools (March 15)

Glossary

SEN - Special Educational Needs

SENCO –Special Educational Needs Coordinator

SEND - Special Educational Needs and Disabilities

Early Years - Nursery/Reception children

KS1- Key Stage 1 (Year 1/2 children)

KS2 –Key Stage 2 (Year 3/4/5/6 children)

ELS – Early Literacy Support

TA –Teaching Assistant

STA – Senior Teaching Assistant

HLTA – Higher Level Teaching Assistant

EHCP – Education Health Care Plan

LEA – Local Education Authority

Author/Owner	Date Written/updated	Approved by Governors on	Comments
Mrs C Henderson	November 2009		
Mrs D Dickinson	January 2010		Format standardised
CH/CW		7 June 2011	Reviewed by C & P
	June 2012	C & P Committee	Reviewed and agreed
	June 2014	C&P Committee	Reviewed and agreed

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CH/OL	June 2015 Staff October 2015		Updates re statutory requirements
	July 2016	C&P Committee	Reviewed
To be reviewed by governors in line with the policy review timetable			