



Pennington C of E Primary School

Policy for Inclusion, Special Educational Needs and Disability

'God has given each of us different gifts

Together we can do great things.'

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE (Feb 2013)
SEND Code of Practice 0 - 25 (September 2014)
Schools SEN Information Report Regulations (2014)

Key Staff

Head Teacher: Mrs Storey

Deputy Head Teacher: Mrs Hockaday

Special Educational Needs and Disability Co-ordinator: Miss Kenny

SEND Governor: Mrs Turner

Introduction

As an inclusive community, Pennington C of E Primary School ensures that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, children in public care and those with social and emotional difficulties.

We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.

General Philosophy

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014

Every teacher at Pennington Primary school is a teacher of every child or young person, including those with SEN.

Aims and Objectives

At Pennington Church of England School we value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

Together we take pride in making a positive contribution to our school and the wider community. Within a caring and mutually supportive environment we aim to:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have the maximum possible access to the National Curriculum.** This will be co-ordinated by the Head teacher and SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with, and in support of, outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Healthy Young Minds (HYM), Children's Occupational Therapy and Rochdale Additional Needs Service (RANS)

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions on their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged throughout school by wider opportunities such as school council, Green Team, residential visits, school plays, sports teams, Family Group Leaders and Y6 'Buddies'.

Broad Areas of Need

The SEND Code of Practice, 2014 identifies 4 broad areas of need:

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young

people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical impairment

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.
- Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach

Quality First Teaching

Pennington Church of England Primary School is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments. Teachers will then consult the SENCo to consider what else might be done to support the child - the child's learning characteristics; the learning environment; the task and the teaching

style should always be considered. Progress for children will be achieved by focusing on differentiation, classroom organisation, teaching materials and teaching style. The child is recorded by the school as under 'monitoring' due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings. Although more structured meetings may also take place.

SEN Support

If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil is still making less than expected progress and so requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and the child would be registered on our SEN Register as receiving SEN Support. We identify pupils making less than expected progress given their age and individual circumstances. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

Our School will use the graduated approach to SEN support provision as advised in the Code of Practice 0-25 Years - 'Assess, Plan, Do, Review'. The process is initiated, facilitated and overseen by the SENCo, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The teacher will maintain the pupil's personalized plans and keep them updated. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN

Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions.

REVIEW

The progress of the pupil will be reviewed regularly. This review will form the basis of further assessment and planning. It will also take into account the views of the pupil and where appropriate, their parents. The class teacher and the SENCO will revise the support and outcomes based on the pupil's progress and make any necessary amendments. Meetings with pupils and parents happen at least termly. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice

The school's SEN Information Report can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise, and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

The application for an Educational Health and Care Plan will combine information from a variety of sources including:

- Parents

- Child
- Teachers
- Support staff
- SENCO
- Assessments
- Health Professionals
- Specialist Services and outside agencies

Information will be gathered relating to the current provision provided, action that has been taken and the outcomes.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher

A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC plan. An EHC plan will be provided by Cumbria Children's Services and the school and the child's parents will be involved in developing the plan. Parents have a right to appeal against the content of the plan. Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually. The annual review enables provision for the pupil to be evaluated.

Further information can be found, on the LA website www.cumbria.gov.uk, by speaking to an Education, Health and Care Plan Coordinator on 01539713538, or by contacting Parent Partnership on 07769935446.

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from

within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for existing Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

This policy, together with Cumbria's Local Offer of provision for pupils with SEND, form the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support

service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Head Teacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

Admissions

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education Health Care Plans and those without.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils.

Facilities for pupils' with SEN and/or Medical Needs

The school complies with all relevant accessibility requirements.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

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

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Roles and Responsibilities

The Governing Body

The SEN Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,

- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Head Teacher

The Head Teacher is the school's 'responsible person' and manages the school's special educational needs work. The Head Teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head Teacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head Teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that pupil plans are written and that reviews take place.

Class Teachers and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and Managing Information

The confidential nature of SEND information is fully recognised at Pennington Church of England Primary School. Hard copies are stored in a locked filing cabinet, whilst electronic files are stored with the SENCO on a password protected laptop.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Head Teacher
- discuss the problem with the SENCO
- more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors, and a formal meeting will be arranged to discuss and hopefully set a plan in place to resolve the issue

Signed (Head Teacher)

Signed (SENCO)

Signed (SEND Governor)
