



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 sets out Pennington Primary School's agreed approach to Special Educational Needs and Disabilities. Our Information Report, which details our offer of provision for pupils with SEND, can be found on the school website https://www.penn.cumbria.sch.uk/sen_disabilities.html or from the school office. Cumbria Local Authority's 'Local Offer' - the wider offer of provision from the county, which supports that offered by our school, can be found via a link on our website and directly at: <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Key Staff

Head Teacher: Mrs Helen Storey

Special Educational Needs and Disability Co-ordinator: Mrs Erin Muir

SEND Governor: Mrs Sarah Turner

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (January 2015).

It 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 (January 2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2014)
- Schools SEN Information Report Regulations (July 2014)
- Teachers Standards July 2011 (updated June 2013)

Introduction

At Pennington C of E Primary School, we are committed to meeting the special educational needs of all our pupils and to ensuring that every child achieves the best possible outcomes. Within the Christian environment of our Church of England school, it is our aim, in partnership with parents, the staff & governors, for our children to be

happy, secure and prepared for life. Every teacher is a teacher of every child, including those with SEND.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream school;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the difficulty experienced by the child.

Aims and Objectives

At Pennington Church of England Primary School we value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. We aim to ensure that all children can succeed in their education, achieving positive outcomes regardless of need. We believe that 'fair' means giving all children what they need to succeed, it does not mean that we treat everyone the same. We achieve strength through diversity.

In order to achieve these aims, we have identified the following objectives:

1. To identify and provide for pupils who have special educational needs and disabilities.
2. To work within the guidance provided in the SEN code of Practice (2015).
3. To operate a whole pupil, whole school approach to the management and provision of support for special educational needs.
4. To work closely with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
5. To work with, and in support of, outside agencies when pupil's needs cannot be met by the school alone.
6. To create a school environment where pupils can contribute to their own learning and voice their opinions on their own needs.

Broad Areas of Need

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

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

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

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 parents 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 their parents. 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.

This information may include:

- The child's individual support plan (ISP)
- Records of reviews with pupils and parents/carers, and their outcomes
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments e.g. Educational Psychologist, Speech Therapist, CAMHS
- Views of the parent and the child
- Involvement of outside agencies

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

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 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 our school's SEN Information Report.

Our school is committed to working closely with parents to develop closer working relationships. 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

Pupils with Special Educational Needs will be admitted to Pennington C of E Primary School in line with the school's admission policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special education needs and/or a disability. In the case of a pupil joining the school from another school, we will seek to ascertain from parents whether the child has SEND and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The school admissions policy is available from school or on the school website.

Medical Needs

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). The school's Accessibility Statement is available on the school website or from the school office.

Some may also have special educational needs (SEN) and may have an 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.

Training and resources

Relevant SEND training and CPD for the SENCo, SEN Governor, head teacher, teachers and teaching assistants is provided both within school and through other professional development opportunities. External agencies may be invited to contribute to training in school.

In particular, the SENCo will keep abreast of current research and thinking on SEN matters, and will be supported to enhance her knowledge, skills and abilities through specialist courses or through the support of other professionals, e.g. attending termly SENCO Forum. The SENCo will disseminate knowledge or skills gained via regular SEND-focus staff meetings, whole school training days and/or consultation with individual members of staff, as required.

We aim to allocate resources appropriately to meet the needs of all children with special educational needs. Most children with short-term difficulties have their needs met from resources provided by the school. Part of our main school budget is allocated to this each year. Those children whose needs are met through an Education Health and Care Plan/Statement receive additional funding provided by the Local Authority and this is used specifically to fund their additional provision. Each child's provision is based on an individual

assessment of their needs and desired outcomes.

Our annual SEN budget funding is usually shared between providing:

- Highly trained, skilled and experienced teachers and support staff to be deployed to best meet the needs of each individual child with SEND
- Further training for staff
- Time identified for staff to review pupil progress, discuss pupil needs and transfer information between classes. Teacher and/or Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in their individual plans and teachers are responsible for ensuring that this takes place and is monitored
- Specific resources to support additional provision e.g. IT resources, assessment and teaching materials, specially modified equipment.

Roles and Responsibilities

The Governing Body

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

- the full governing body receives a report at every meeting to update current provision and progress on SEND issues,
- the SEND policy is reviewed annually,
- the School Offer, which explains how the school implements the special educational needs statutory requirements and what the school has in place and provides for pupils with special educational needs, is current and available via the school website.

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 SEND 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.
- Liaising with the SEND governor and head teacher on all matters relating to SEND

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 ISPs.

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 on the secure server.

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

Monitoring and evaluation of the Policy

This policy will be reviewed annually as part of the school's policy evaluation cycle and updated in the light of any new SEND developments.