

RIBCHESTER ST WILFRID'S



CHURCH OF ENGLAND PRIMARY SCHOOL

**POLICY FOR
SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND)**

May 2021

INTRODUCTION

Ribchester St Wilfrid's CE Primary school is a mainstream, inclusive school with a Christian ethos. We are committed to meeting the needs of all pupils and provide a personalised response to additional needs.

We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn.' Good practice for pupils with special educational needs is good practice for all.

OBJECTIVES

In order to achieve our aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEN as early as possible and to make appropriate interventions through using appropriate teaching methods;
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress;
- Provide a Special Educational Needs Co-Ordinator (SENCO) who will work with the SEND policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents/carers in the education of their child and involve parents/carers in the review process;
- Produce an annual SEN Information Report.

DEFINITION OF SEN

The SEND Code of Practice 0 – 25 (September 2014) definition for Special Educational Needs is as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions

Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Ribchester St Wilfrid's, we feel it is important to identify pupils with SEND as early as possible and to act upon this to support children to make the best progress possible. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning.

The SEN Code of Practice, 2014, describes 4 broad categories of need and support in which a child's SEN can be generally thought of. They are

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

See Appendix A for more details about the 4 categories of need.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the SENCo and teacher will invite the parent/s in for a meeting.

Triggers for identification of special educational needs could be:

- Little or no progress is made when teaching approaches/learning styles are targeted to improve the child's identified area of need.
- The level of learning continues to be significantly below the expected level for a child of a similar age.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed
- Social, emotional or mental health problems which are not improved by the techniques usually employed in the nurturing environment of the school
- Sensory or physical problems which create barriers to progress despite the provisions of personal aids or specialist equipment.

Factors, which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the understanding that the behaviour is an underlying response to a need. This may be a learning difficulty or another factor.

DISABILITY

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

GRADUATED APPROACH TO SEN SUPPORT

Key Principles

- All class 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. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs;
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good teaching;
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;

When a pupil is identified as having SEN, action is taken to remove any barriers to learning and effective provision is put in place this support arises from a four-part cycle known as the **graduated response**. The four parts of the cycle are:

- Assess
- Plan
- Do
- Review

The graduate response is at the heart of our whole-school practice, as we continually assess, plan, implement and review our approach to teaching all children. However when a potential special educational need is identified this response becomes increasingly personalised as it responds to the individuals concerned.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This is based on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from school's core approach to pupil progress, attainment, and behaviour. It is also based on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. School takes seriously any concerns raised by a parent. These are recorded and compared to school's own assessment and information on how the pupil is developing. This assessment is reviewed regularly to help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals from health or social services may already be involved with the child and should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified. The teacher and the SENCO agree, in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on an SEN Support Plan. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of

effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are made aware of the planned support and interventions and regularly discussed with the class teacher or SENCo, as appropriate.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. School must co-operate with the local authority in the review process and, as part of the review, the local authority can request school to convene and hold annual review meetings on its behalf.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

SEN support can be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, school or parents can consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will want to see evidence of the action taken by school as part of SEN support.

An EHC needs assessment does not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

Requesting an EHC needs assessment can be undertaken by the SENCo, the child's parent, foster parents or health and social care professionals. (Relevant legislation: Section 36 of the Children and Families Act 2014)

On receipt of an EHC the SENCo will formulate an action plan of support/ provision, ensure the intervention/support process is maintained, organise annual review meetings for all parties concerned with that particular child, and keep parents and governors regularly informed of progress made.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

A register is kept of pupils with an identified special need or disability.

All children on the SEND Register will have a Support Plan, which details important information about the child, including their areas of strengths and weakness, strategies used within school to support the child, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the plan. The plan is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three to four times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

In the Summer term of each academic year, in preparation for transition to their next class, a child's Support Plan is reviewed and new targets set. This allows for a smooth transition and can highlight any additional support a child may need to support their transition to a new class.

For pupils with Education, Health and Care Plans (formerly statements), an annual review meetings is also held annually.

ACCESS TO THE CURRICULUM

All pupils will have access to a balanced and broadly based curriculum. Class teachers will ensure that all children with SEN are involved in all aspects of the National Curriculum. They may need support from adults in some circumstances, or paired activities in others, and often, differentiated work activities may be completed (shown in teachers' planning). On occasions, it is necessary for a child to be withdrawn from class for either 1:1 or group work with support staff. They will be withdrawn only from similar activities occurring in class when this is deemed appropriate and on other occasions will be supported in the classroom.

Forms of differentiation may be through:

- Content
- Interests
- Pace
- Sequence
- Structure
- Teacher time
- Teaching style
- Grouping
- Learning style

ACCESS TO THE FULL LIFE OF THE SCHOOL

At Ribchester St Wilfrid's we aim to ensure that children with SEN play a full role in all school activities as far as it is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

The needs of SEN pupils are considered carefully on all school visits so that they can participate in the activities. Extra support staff may be needed. We consider this particularly important as many learning opportunities are afforded on these visits.

Every attempt will be made to inform support staff, who work with the children on a regular basis, of planned visits so that they can re-arrange their visit on that occasion.

Individual needs will be identified on Risk Assessment prior to educational visits.

SUPPORTING PUPILS AND FAMILIES

Ribchester St Wilfrid's believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Ribchester St Wilfrid's 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. The school has a policy for Supporting Pupils at School with Medical Conditions.

MONITORING AND EVALUATION OF SEND

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

The success of the policy will result in the needs of all children with SEN being met by:

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for teaching and assessing children with SEN .
- regularly reviewing the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.

EXTERNAL AGENICES

Ribchester St Wilfrid's work closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Educational Psychologist
- Occupational Therapy
- Speech and Language Therapy
- SEND Traded Teaching and Learning Consultants
- Paediatric Consultants
- School Nurse

PARENT PARTNERSHIP

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

We hold two Parents Evenings a year where parents can meet with their child's class teacher. An end of year report is sent out to parents to inform them of progress made and the next, target steps forward. The parents of children with EHC Plans are invited to the Annual Review meeting, along with their child. Parents with children on the SEN register are invited into school on a termly basis to review their child's progress towards their IEP targets and to be involved in the setting of new targets. The child is also involved in these meetings.

TRAINING

The Governors will ensure they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCo.

The SENCo will keep fully up to date about SEN issues through attendance at training and cluster meetings. In addition the SENCo will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the SENCo as necessary. If a member of staff particularly wishes to pursue an area of SEN they will approach the SENCo. The SENCo and Head teacher will keep a record of all SEN training delivered and subsequent evaluations.

STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND register will be stored in individual folders which are stored securely in the head teacher's office. SEN records will be passed on to a child's next setting when he or she leaves Ribchester St Wilfrid's. The school has a Confidentiality policy which applies to all written pupil records.

ROLES AND RESPONSIBILITIES

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Ribchester St Wilfrid's this role is undertaken by Mrs Emma Taylor, who will meet regularly with the SENCO. The roles of governing body are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 year, Statutory Guidance 2014.

Ribchester St Wilfrid's Special Educational Needs Co-Ordinator (SENCO) is Mrs Elise Lester. You can contact our SENCO by phoning 01254 878300 or by her email address e.lester@ribchester-st-wilfrids.lancs.sch.uk. Our SENCO has completed the National Award for Special Educational Needs. The advocate on the Senior Leadership Team is Mrs Angela Cottam (Headteacher).

The SENCO will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

ADMISSIONS

Pupils with special educational needs will be admitted to Ribchester St Wilfrid's C of E Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act 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 special educational needs. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

ACCESS FOR DISABLED

To ensure access for pupils or parents with disabilities, the school has made certain that physical access to the building meets all requirements for children presently on roll. Physical access via doors and corridors meets all requirements for any person using a wheelchair. Changing facilities and toilet are all within recommended guidelines.

RESOURCE ALLOCATION

The Head/SENCO will use the child's EHC and LEA banding document to identify the areas of pupil need and make appropriate provision. The Governors will ensure that support staff are employed to support

staff and pupils. They oversee expenditure on outside agencies and actively encourage the use of specialist teachers from Lancashire's IDSS service and other independent providers. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, SENCO will ensure that staff are kept fully up to date about SEN issues and undertake training.

REVIEWING THE POLICY

This policy will be reviewed on an annual basis. Review of the policy will take into account:

- The progress made by students with SEND in school;
- The success of the school at including students with SEND;
- Any recommendations from OFSTED or the LA about improving practice;
- Any factual changes.

BULLYING

The school's Anti-Bullying Policy is available from the school website.

COMPLAINTS

If a parent of a pupil with SEND is concerned about the provision that school is making for them, they should, in the first instance, refer the matter to the pupil's class teacher and/or SENCO. Reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 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)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

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, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

