



Special Educational Needs Policy

Leominster Primary School

Rationale

Leominster Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Leominster Primary School is committed to inclusion.

This policy describes the ways in which we aim to meet the needs of children who experience barriers to their learning. These may relate to the four areas of need as outlined in the 2014 Code of Practice.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Leominster Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Leominster Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We will also aim to model inclusion in all aspects of school life by making reasonable adjustments as far as possible to ensure inclusion for all those related to Leominster Primary School.

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision *which is additional to or different from* that normally available in a differentiated curriculum.

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg. 4-5) states that:

"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."*

"Pupils 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."

Leominster Primary School will have regard to the SEND code of Practice 2014 when carrying out its duties towards pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Definition of Disability

Special Educational Needs and Disability Code of Practice 0-25 years (June 2014 pg.5) states that:

"Many children and young people who have SEN may also have a disability under the Equalities 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, diabetics, 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."*

Special Educational Needs and Disability (SEND) Policy

Date for full implementation: June 2017

Review Date: June 2018

SEN Coordinators: Helena Hough (Early years/KS1 SENCo)
Vanessa Watts (KS2 SENCo)

SEN Governor: Tim Styles
SEN Line Manager: Helen Lynch
Family Support Manager: Louise Price
Learning Mentor: Dawn Swain

Mrs. Vanessa Watts and Mrs. Helena Hough are both qualified teachers who hold the required qualification of a Post Graduate Certificate in Special Educational Needs are the school's SENCo's.

Legislative Compliance

This policy is written in line with the requirements of:

- Special Educational Needs and Disability Code of Practice 0-25 years 2014
- Children's and Families Act 2014
- Special Educational Needs and Disability Regulations 2014 (SI 1530: Part 3)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' standards 2012
- Equality Act 2010
- The National Curriculum in England, Key Stage 1 and Key Stage 2. Sept 2013
- Safeguarding policy

- Accessibility Plan

This policy, in conjunction with our Curriculum and Equal Opportunities policies, aims to support inclusion for all our children.

The Special Educational Needs Coordinator (SENCo) is responsible for the day to day operation of this policy with the SEN Line Manager and Head teacher having overall responsibility for the management of all school policies. The Governing body, Head teacher, SEN line Manager and SENCo will work together closely to ensure that this policy is working effectively.

Objectives

1. To ensure the SEN and Disability Act, Equality Act and relevant SEN Code of Practice and guidance/legislation are implemented effectively across the school.
2. To ensure equality of opportunity for and to strive to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from a Statement or Education Health & Care Plan occurs)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN and receiving input at "**SEN Support**" level .
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To make reasonable adjustments as necessary, in order to meet the needs of children who live in the catchment area.
8. To enable children to leave LPS well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers in plans to meet their child's additional needs.
10. Wherever possible, to involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The class teacher will provide class summaries of pupils with known SEN at the start of each academic year overseen by the SENCo
2. The SENCO will be alerted to pupils below expected levels through pupil progress meetings carried out by the assessment coordinator.
3. The SENCO will discuss issues arising from these for with the class teacher at the earliest convenience & will assess the pupils if necessary.
4. Support will be given to each teacher on the formulation of Person Centered Education Plans (PCEP's)
5. Targets arising from any PCEP's support/provision plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCO monitors PCEP's & planning for SEN, giving advice through staff meetings.
7. The SENCO, together with the Headteacher & SMT, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through quality first teaching and differentiated teaching methods.
9. Targeted support can also be delivered by trained teaching assistants (TAs) throughout the school, such as; social skills programmes, literacy or phonic interventions, speech and language programmes or other individual areas of need.
10. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
11. From September 2014, pupils with an existing Statement of SEN will gradually convert to **Education, Health & Care Plans** through which parents may request a personal top-up budget.

The support timetable is reviewed termly, by the SENCO and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through allocations from the LA.

How we identify and support pupils with SEN

In line with the Special Educational Needs Code of Practice 2014 we identify children's needs at the earliest point and make effective provision in order to improve long term outcomes.

All pupil's attainment and achievements are monitored by their class teacher. The progress of every child is monitored termly at Pupil Progress meetings. Where a pupil is making less than expected progress or falls behind their peers then additional support will be provided under the guidance of the SENCo and class teacher. This can be in the form of 1:1 support teaching or small group intervention work on a specifically targeted area of need.

This progress could be:

- Significantly slower than that of their peers.
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap.

If after specific targeted support it is felt that the pupil is still not making progress and there may be another underlying reason as to why this is so then the advice of an outside agency may be sought. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a child has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching is specifically targeted to the pupil's areas of need.
- Shows signs of difficulty in developing English or Mathematics
- Persistent emotional or behavioural difficulties which are not improved by appropriate behavioural management strategies.
- Has sensory or physical problems and makes little or no progress despite additional specialist equipment.
- Has communication and /or interaction difficulties and makes little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has communication and/or an interaction difficulty that impede the development of social relationships and cause a substantial barrier to learning.

Although the school can identify special educational needs, and make provision to meet those needs we do not offer a diagnosis. Parents are advised to contact their GP if they think their child may have ASD or ADHD or another disability.

Inclusion Principles

- Staff at Leominster Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Allocation of resources

- Resources are allocated to support children with identified needs.
- Human resources are allocated according to need; this is reviewed regularly and can change during the academic year, responding to any changing needs that occur.
- This support may take the form of differentiated work in class or through focused intervention.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continued Professional Development (CDP) for Special Educational Needs

- The progress of all pupils including those with SEND is a core part of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- External training needs will be brought in periodically to address more

specialist training needs.

- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at the specific needs of the pupil.

Funding

Funding for SEND in mainstream is mainly delegated to the school's budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Top Up Funding from the local authority.

Assess, Plan, Do and Review

Once a pupil has been identified as having SEND, a meeting will be held with all the relevant parties eg. Parents, SENCo, class teacher, to formally let them know that their child is being placed on the SEND register and what the next steps will be.

A pupil profile and Educational Plan will be drawn up in collaboration with the parents/carers, class teacher, SENCo and the child. Each term this will be reviewed and parents and child will be invited to attend the meeting to express their views. This is part of the graduated approach cycle of 'Assess, Plan, Do and Review' as detailed in the Code of Practice.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the

class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

After a period of ASSESS- PLAN- DO REVIEW

SEN support provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

The responsibility for planning for these children remains with the class teacher.

A child receiving support at this level will have a Person Centered Education Plan (PCEP). There will be an SEN File opened by the SENCO and the child's SEN status will be recorded on the School Information management system (see SIMS Policy).

This will build an individual record for the child and contains information about school-based observation and assessment and links to progress. It will provide a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

PCEP's will be reviewed termly, although some pupils may need more frequent reviews. Class teachers will take the lead in reviewing your child's PCEP with support from the SENCO if needed. Parents/carers and the child, will be invited to review targets and set new ones having the opportunity to contribute their views.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to refer to outside

agencies.

The SENCO, SLT and Assessment Coordinators monitor progress on a termly basis.

Referral to outside agencies

A variety of support can be offered by specialist services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services may contribute to the planning, monitoring and reviewing of the child's progress.

This would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

A child receiving support at this level will continue to have an Person Centered Education Plan.

School request for an Education, Health and Care Plan

For a child who is not making adequate progress, despite a period of support at SEN Support level, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health & Care Plan.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statements of SEN/ Education, Health and Care Plan (EHC Plan)

A child who has a Statement of Special Educational Needs or, from September 2014, and Education, Health & Care Plan will continue to have arrangements as before and additional support that is provided using the funds made available through the Education, Health & Care Plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision together with the parents and, as appropriate, child to recommend to the LA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular in-service training to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

All teachers have responsibility for pupils with SEN

Educational Psychologist: Provides advice to the SENCO through an annual planning meeting. Can be bought in to assess individuals or carry out staff training. Will work on statutory assessment for Education, Health & Care Plans.

Learning Support Advisory Services: Private services, from advisory teachers, which can be bought in to assess pupils.

Behaviour Support Team: Local Authority service providing advice, training, support and interventions for pupils with behaviour, emotional & social needs.

Sensory Impairment Team: LA staff who work in school to support children with vision or hearing impairment. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

Speech & Language Therapy Services: a health-based service providing assessment & programmes of work for pupils with speech and/or language impairments.

EAL Team: a Local Authority service providing assessment, advice & support regarding pupils with English as an Additional Language.

Learning Inclusion Consultant: works with the school through the monitoring and quality assurance visits.

The SENCO liaises frequently with a number of outside agencies, for example:

1. School Nurse
2. Speech Therapy
3. Physiotherapy
4. Occupational Therapy
5. Behaviour support teams.
6. Educational Psychologist

Parents/carers are informed if any outside agency is involved.

For more information on services go to the local offer web site [here](#)

Inclusion projects, or links with special schools

Westfield School. Our local SLD school. The head and staff provide support and advice regarding pupils with special needs. They sometimes have a staff "link" and staff visit each other to observe lessons and share ideas.

The Brookfield School. Pupils experiencing extreme behaviour, emotional & social difficulties may access The Brookfield Intervention Class for a sort period of small-group, specialist intervention.

Access to the Environment (see also School Accessibility Plan).

- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will aim to ensure that extra curricular activities are barrier free and do not exclude any pupils, making reasonable adjustments as necessary.

Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print can have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- LPS uses a range of assessment procedures within lessons (such as photographing or video/audio recording) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for all children.
- The Reception Year Leader and the SENCO visit external nurseries and liaise with staff regarding all pupils.
- Prior to starting school, parents/carers of children with a Statement of SEN, Education, Health & Care Plan *or* Education, Health & Care pending will be invited to discuss the provision that can be made to meet their child's identified needs.
- For pupils starting mid-year, or transferring, staff will liaise with previous settings to ensure that appropriate support can be put in place prior to admission.

Incorporating disability issues into the curriculum

- The curriculum includes issues of disability, difference and valuing diversity where possible, particularly through PSHE/Values Education.
- Disabled adults (such as Sasha and Nyree Kindred, paralympians) are invited to work with the children, as we believe it is important to have role models.
- We aim to review resources, such as library books, to ensure they include items which reflect the range of special educational needs issues and come from a disability equality perspective.

Terminology, imagery and disability equality

Through the Values Education approach, we work with the children to understand the impact of the words they use, and, should it be necessary, we would deal seriously with any inappropriate behaviour related to special educational needs or disability under our Behaviour and Anti-Bullying Policies.

We also try to make sure we have positive images of people with disabilities in resources, displays etc...whenever possible.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to pupils with disabilities and those identified with additional needs/SEN

- LPS encourages the inclusion of all children in the School Council and other consultation groups.
- The LSCs have representatives on the school council.
- We aim to include children in their target setting and reviews.
- Widget "Communicate in Print" PEC symbol software is available if pupils need visual cues/means of communication.

Working with disabled parents/carers

- LPS recognises that there will be a number parents/carers of children within the school who have disabilities. We work to try to ensure they are fully included in parents'/carers' activities.
- When a child starts at the school we aim to ask the parents/carers about their access needs and will aim to send notes/newsletters home in the required format.

Disability equality and trips or out of school activities

- LPS tries to make all trips inclusive by planning in advance. We aim to make reasonable adjustments and provide additional TA support for individual children as required.
- All children are welcome at our after school activities.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour and exclusions. We use this analysis to help us plan our provision. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special

educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,

- A reduction in behaviour incidents and exclusions
- The Assessment Coordinator reports progress against these targets to the governing body, as a part of the whole-school monitoring data..
- As required, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support , Statements of SEN and Education, Health & Care Plans as well as any pupils for whom a EHC Plan has been requested. The number of pupils transferring to or from each type of provision will be monitored by the SENCO. The SENCO and/or Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors meeting with parents/carers.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place regularly through marking, planning and lesson evaluations as well as termly monitoring.
- The policy itself will be reviewed annually by the SENCO and SMT.

Complaints Procedure

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved, the parent can submit a formal complaint to the Headteacher in writing, or any other accessible format.

- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.
- Independent support for parents may be provided by the SENDIAS service
Telephone: 01432 260955

Website: <https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/sendias>

Address: SENDIAS, Franklin House, 4 Commercial Road, Hereford HR1 2BB

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Next review: June 2018

Ratified by Governors 14th July 2017

