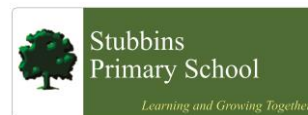


# Stubbins Primary School

## Policy for Special Education Needs.



At Stubbins School, children are at the centre of everything we do.  
 We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

**We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

Signed:	Signed:
	On behalf of the Governing Body
Head Teachers name: Mr A. J. Danson	Chair of Governors name: Mr. P. McKennell
Date: February 2019	Proposed Review date: February 2020

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 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 (July 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire’s Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SENCo at Stubbins Primary School is Mrs V Bruce, who is a qualified teacher, a member of the school senior leadership team and has been accredited by the National Award for SEN co-ordination. The Headteacher and the SENCO are responsible for managing the School’s response to the provision that we make for children and young people with SEN (regulation 3a for schools).

Mrs Bruce is available on 01706 822063. Contact can be made through the school office. This Policy was written by the SENCo with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It reflects the SEND Code of Practice, 0-25 guidance. The Policy will be reviewed annually. For the purpose of this policy Special Educational Needs may be referred to as SEN or for Special Educational Needs and Disabilities it may be referred to as SEND.

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### **Definition of SEN**

A pupil is defined as having special educational needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her, namely provision different from or additional to that normally available to pupils of the same age.

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

- (a) Has a significantly greater difficulty in learning than the majority of others the same age; or
- (b) 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. *SEN Code of Practice (2014)*

### **Definition of disability**

Many children who have SEN may also have a disability under the Equality Act 2010 – that is...‘a physical or mental impairment which has 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’ *SEN Code of Practice (2014)*.

### **Aims and objectives**

The head teacher in consultation with the SENCo and class teachers ensure that pupils with SEN engage in all the regular activities of the school, so far as is reasonably practicable and is compatible with:

- the pupil receiving the special educational provision which his/her learning difficulty calls for
- the provision of efficient education for the pupils with whom he or she will be educated
- the efficient use of resources

The detailed guidance in the Code of Practice (DFES 2001) is informed by these general principles. The code of practice is available to be read as and when required.

## **AIM**

At Stubbins Primary School we have high aspirations and expectations for all pupils including those with SEN. We provide a focus on the outcomes for children and young people and not just hours of provision/support.

In providing for those pupils defined as having SEN and Disabilities at Stubbins Primary School we aim to:

- Identify and provide for pupils by ensuring that SEN is identified at the earliest opportunity and make sure that they get the support they need
- Work within the guidance provided in the SEND Code of Practice 2014
- Ensure every teacher is a teacher of every child, including those with SEN
- Provide a SENCO who will work effectively with the school SEN Policy
- Promote self-worth and enthusiasm by encouraging independent learning at all levels
- Regularly review and evaluate children's progress
- Monitor, review and evaluate policy and provision on a regular and systematic basis
- Work proactively with the Local Authority and other agencies to help support SEN
- Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- Develop and maintain partnership and high levels of engagement with parents
- Ensure access for all children to a broad and balanced curriculum
- Train and support all staff with regard to SEN
- Ensure disabled children are not treated less favourably by ensuring facilities are provided to ensure access and planned improvements noted.
- Give every child the entitlement to a sense of achievement

## **Identifying Special Educational Needs.**

After identification we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

At Stubbins Primary School we also will consider what is '**not a special education need**' but may impact on progress and attainment, therefore will take the appropriate action.

These are;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

**Disability:** *the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN.*

Also as in accordance with the *SEN Code of Practice (2014)* behaviour alone will not be identified as a category of SEN. Instead at Stubbins Primary School we will endeavour to ensure that any concerns relating to a child's behaviour will be identified and described with an underlying response to a need which as a school we will aim to recognise and identify clearly and support the child and family appropriately. Also as in accordance with the *SEN Code of Practice (2014)* if it's thought that housing, family or other domestic circumstances may be contributing to a child's behaviour the school will seek appropriate support with the parents consent.

### **A Graduated Approach to SEN Support**

Teachers at Stubbins Primary School are, in accordance with the *SEN Code of Practice 2014*, responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality, differentiated teaching will be the first step in responding to pupils with SEN. Action to remove barriers to learning will be implemented and effective special educational provision will be put in place. When a special educational need has been identified the school will follow the 'graduated approach' as detailed in the *SEN Code of Practice (2014)* to create a child's SEN support plan.

This will take the form of:

- **Assess** – carrying out a clear analysis of the pupils needs so support and provision can be planned appropriately
- **Plan** – following the parents being informed the adjustments, intervention and support to be put in place will be decided between the teacher and SENCO
- **Do** – the class teacher will remain with the overall responsibility for the child. The teachers will work closely with other staff on provision. The SENCO will support the teacher in further assessments of the child's particular strengths and weaknesses and provide advice on the implementation of support.
- **Review** – the effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed regularly and support will be reviewed in light of outcomes.

Each review of the SEN support plan (detailed in a provision map) will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

To ensure that SEN support at Stubbins Primary School is effective a clear cycle for monitoring and evaluating SEN provision will be in place through audits of staff need, classroom observations, monitoring of interventions, pupil, parent and staff views, SEN Governor Visits, feedback from outside agencies and School Improvement Visits.

### **Assessment and Review Process**

Every pupil in the school will have their progress tracked three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading, spelling and number work amongst others. The assessments we use at Stubbins Primary School are varied and reflect the needs of the child and specific area of concern. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

Where a pupil continues to make less than expected progress, despite interventions matched to their need, the school will consider involving specialists. Parents will always be involved in decisions to involve specialists.

Where the school has put in effective SEN support for a pupil over time, yet expected progress has not been made, consideration to request an Education, Health and Care Plan assessment from the Local Authority will be made.

### **Approach to Teaching**

At Stubbins Primary School all staff are required to follow requirements and expectations of the *SEN Code of Practice (2014)* when teaching pupils with special educational needs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (*SEN Code of Practice 2014*)

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, small group teaching, counselling or speech and language development. These are delivered by additional staff employed through the funding provided to school as 'notional SEN funding'.

The SEN register at Stubbins Primary School is responsive to pupil need and is a 'fluid' model where a child may move on or off the register depending on their rates of progress and the support they need to succeed. Prior to a child being placed onto the SEN register a meeting will take place where concerns and the outcomes of prior interventions will be discussed.

## **Adaptations**

At Stubbins Primary School we also incorporate the advice provided by external agencies such as Lancashire Inclusion Disability Service (IDSS) as a result of assessment, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

## **Support for Pupils and families**

At Stubbins Primary School we will operate an open door policy where parents are always welcome to come and share their concerns or seek advice. Parent's wishes and views will be sought and taken into consideration regarding all aspects of assessment, provision and intervention and access to all relevant information will be made available.

All parents of pupils at Stubbins Primary School are invited to discuss the progress of their children on two occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and during pupil progress meetings. Information will be shared with parents.

If following this normal provision improvements in progress are not seen and the cycle of Assess, Plan, Do and Review has been implemented, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. As stated earlier it is from this point onwards that the pupil will be identified as having special educational needs because special educational provision is being made. Parents of a child with a special educational need will be invited to contribute to assessments, planning, reviews and discussions with the school around progress of their child at least three times a year.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. The local authority's local offer for SEND can be accessed from the schools website or through [www.lancashire.gov.uk/send](http://www.lancashire.gov.uk/send)

Lancashire Parent Partnership Services provides free, impartial, confidential advice, support and options around educational issues for parents who have children with special educational needs or disabilities. Parents will be encouraged to use this service where appropriate. Further information is available in the school SEN information report that is published on the website.

## **Transition**

Before a child with SEN moves to the next class time will be given for the class teachers to share information regarding the provision that has been put into place for a child. Assessment information will also be shared at this point. When a child is in Year 5 and a school of their choice has been chosen transition arrangements will be made during their review to address any specific needs that may impact on a smooth transition. We have close links to all local secondary schools and we work closely with the SENCo's in these settings to ensure a smooth transition takes place.

## **Consulting with Pupils**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

## **Working with Outside Agencies and Specialist Services**

At Stubbins Primary School we will access external support services where needed as detailed in this policy. We have access to the following services;

- A Service Level Agreement with Lancashire Educational Psychology service
- Speech and Language Therapy Services
- Occupational Therapy Services
- IDSS (Inclusion Disability Support Service)

## **Supporting pupils at school with medical conditions.**

At Stubbins Primary School we recognise that pupils 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 arrangements that are in place within the school to support children with Medical Conditions can be found in the Policy for Supporting Children with Medical Conditions on the School's website or upon request at the School Office.

## **Monitoring and evaluation of SEND**

These are the essential factors that can be used to determine the success of our SEN monitoring and provision.

### **Are the ethos, practice, management and deployment of resources within our school designed to ensure all children's needs are met?**

- ✓ At Stubbins Primary School, our priorities are that every child has the right to be happy, to be safe and to learn. Our aim is that every child should feel able to participate, engage with learning and find their own way of making positive contributions.

### **Do we work together within school and with external agencies to ensure that any child's SEN are identified early?**

- ✓ We have created a form to identify any child who are a cause for concern; this is to ensure that any issues that arise about a child can be written down and reviewed. This stage of monitoring does not place a child on the SEN register, but may provide valuable support for any future plans to do so, enabling us to deal promptly with

emerging issues. We have excellent links with the Educational Psychology service, as well as the IDSS (Inclusion Disability Support Service), Speech and Language Therapy, Health Advisors, Support Service for SEN and the SEN department at County level.

**Does our school exploit best practice?**

- ✓ We endeavour to follow the recommendations of the code of practice, and our procedures and practice reflect this. We regularly monitor the progress and requirements of all our children, enabling us to respond appropriately. We endeavour to ensure that children are given strategies which empower them to reach their targets. Where children move to another school or setting, we endeavour to work with the staff involved to ensure continuity of provision.

**Do we take into account the views of the child?**

- ✓ Progress and targets are discussed with the child. The SEN Support Plan is created taking into account the needs and views of the child concerned. As part of our School Improvement Reviews, we ask our children what they enjoy most about school, how they learn most effectively and what they might like us to include.

**Do we work in partnership with parents and take account of their views?**

- ✓ Parents are involved on various levels. They talk with the classroom teacher on an informal basis. They receive an annual report and are asked to comment on it in writing. Where a child has SEN, parents are given the opportunity to discuss their child's SEN Support Plan if they wish to do so. They attend parents' evenings in the Autumn Term and the Spring Term. SEN Support Plans are signed by both the child and their parents. Parents are consulted whenever there is the involvement of other professionals or external agencies.

**Is provision and progress monitored and reviewed regularly?**

- ✓ We review their progress throughout the year when SEN Support Plan targets are reviewed. Their academic progress is monitored annually.

**Are our SEN SUPPORT PLANS clear and manageable?**

- ✓ We aim to write Individual Education Plans which clearly state the targets and teaching strategies or provision employed. They are evolved through consultation with children, agreed by parents and staff, and reviewed regularly. Each teacher holds the current SEN Support Plans of children in their care, which are working documents.

**Are statements clear and detailed, and reviewed annually?**

- ✓ We endeavour to follow the contents of a statement and seek appropriate support where necessary. An Annual Review Report is sent to the LEA in order that recommendations for amending the Statement can be implemented. We regularly and carefully monitor and evaluate the provision for ALL pupils. This is carried out by actively seeking the views of all stakeholders. The SEN Governor oversees the school's arrangements and provision for meeting special educational needs. The evaluation and monitoring of SEN at Stubbins Primary School is constantly under review with the support of the SEN Governor to ensure the provision within the school is the best that it can be.



## **Training and resources**

The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The training needs of staff within the school are identified through regular skills audits and through performance management reviews. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils. The schools SENCO regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEND.

## **Roles and responsibilities**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified an SEN Governor (Miss Collenge). She has a specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SENCo. She ensures that all those who teach a pupil with a statement of special educational needs/ Education, Health Care Plan are aware of the nature of the statement/ plan.

The SEN Governor ensures that all governors are aware of the schools SEN provision, including the deployment of funding, equipment and personnel.

The governing body makes sure that SEN is an integral part of the School Development Plan. They ensure that all steps are taken to ensure that no child is discriminated against in the admissions policy, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The Head Teacher has specific responsibility for Safe Guarding. The Head Teacher is also responsible for managing the Schools responsibility for meeting the medical needs of pupils, as set out in the Supporting Pupils with Medical Conditions Policy.

### **Storing and managing information**

All documentation relating to SEN is kept in a secure cupboard within the school. For more information see the school policy on Information Management and the Confidentiality policy.

### **Reviewing the SEN Policy**

The SEN Policy is reviewed on a yearly basis.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility plan is available to read on the Schools' website as well as upon request from the School Office. The provision within the school to support pupils with SEN is described in the School's Local Offer document.

### **Dealing with complaints**

At Stubbins Primary School we have an open door policy where we are always happy to discuss the concerns of parents and carers. If parents require support for any reason they are sign posted to the appropriate services or professionals. For further details of how we deal with complaints please refer to the complaints policies and procedures which can be found on the School Website or upon request at the School Office.

### **Bullying**

The Bullying policy and the steps that are taken to ensure and mitigate the risk of bullying of vulnerable learners at Stubbins School is available to download from the schools website. At Stubbins Primary School we aim to provide a caring and secure environment for all of our school family.

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs. Within school we have the support of Mrs Wilson (Learning Mentor) who is able to work with specific children or groups of children to support the social emotional aspects of learning as well as targeted curriculum intervention. We use a wide range of resources to help to promote independence and help learners to build resilience in their learning. We recognise that all children learn in a variety of ways and that resources and techniques need to be tailored to the individual needs of children with SEN.

**Signed: V Bruce**

## **Appendices**

### **Accessibility**

The school can be made accessible to wheelchair users through the use of a ramp at the front door. 5 out of 7 classrooms are on the same level however 2 are only accessible via a staircase. There are accessible parking spaces available for the public and disabled persons and disabled toilets are available for wheelchair users if the need should arise.

Information such as policies are available on the school website. Parents receive weekly newsletters; these are also published on the website.

Furniture is of a suitable height appropriate to the age group of children being taught in that classroom. The school has a range of ICT programs for pupils with SEN in addition to computers, headphones and interactive whiteboards installed in every classroom. A set of iPads and netbooks are accessible for children at all times if required. We have access to visual symbols, pictures and signing resources; these are used throughout the school to include children with SEN.

A loop system has been fitted in our school hall to accommodate people with hearing impairments.

### **Local Offer document**

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- other educational provision;
- training provision;

### **Schools SEN Information report, 2019.**

This utilises the Local Offer to meet the needs of SEN pupils as determined by School policy, and the provision that the school is able to meet. This can be accessed from the school web site.