

# Cronton CE Primary School

## Special Educational Needs Policy

Adopted: Feb 2017

Review date: Feb 2018

### Mission statement

'Our mission is to provide a wide range of high-quality educational and life experiences so that the children can attain their full potential within a happy and Christian environment based on Gospel values.'

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education designed to enable pupils to participate fully in society and to contribute to and benefit from it.
- Pupils who have special educational needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.
- Pupils should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

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

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school or as soon as they begin with us.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Specialist Teacher Support (Julie Harrington), Educational Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Service (CAMHS).
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as the school council, [and other groups](#).

## 2. Responsibility for the coordination of SEN provision

The SEN Co-ordinator is Linda King. She has the responsibility for the day-to-day operation of the SEN policy.

The SEN Co-ordinator will:

- Maintain and monitor the school's Inclusion Register and all the required documentation.
- Keep records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews for statemented pupils are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of special needs issues.
- Regularly review and monitor SEN provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Liaise with the Literacy and numeracy Co-ordinators and class teachers to ensure the needs of pupils with special educational needs are met throughout all subjects of the National Curriculum.
- In line with the school's professional development policy/programme, provide access to in-service training to meet the needs of the school and individual members of staff.
- Liaise with the designated SEN Governor, where appropriate.
- Contribute to the Governor's Reports.

- Although individual class teachers organise the running of provision for pupils in their class with special educational needs, including general class, small group and individual pupil support, the SENCO is available for advice.
- Likewise, although individual class teachers organise and manage the work of any Learning Support Assistants in their class, the SENCO is available for advice.

### **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils. These are available in the SEN /Learning Mentor room, in the form of individual, named files. These files hold the SEN information of each child who is on or has been on the SEN Register. Class teachers will hold current information and records for the children in their class, in their whole class SEN file.

#### **All staff can access:**

- SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Knowsley's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

### **4. Admission arrangements**

The school has its own admission policy and has no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs.

Please refer to the information contained in our school prospectus.

### **5. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

### **6. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

### **7. Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## **8. Identification of pupils needs through the Inclusion Register**

At Cronton CE Primary School, our Inclusion Register consists of 3 sections:

1. Medical / Awareness Register

This will be a list of children in each class who have any medical needs or family situations etc that class teachers need to be aware of.

2. Concerns / Differentiation / Interventions Register

This will be a list of children in each class who the class teacher or parents may have a concern about. These children will come under the umbrella of Quality First Teaching – please see below.

3. SEN Support Register

This will be a list of children in each class who require an Individual Education Plan. *(Although some may now call these Personal Provision Plans, here at Cronton CE we have decided to keep the name of IEP. Children and parents understand this term and our Child Friendly IEPs are working very well.)*

## **Identification**

See definition of Special Educational Needs in section 1 and refer to the 4 categories of SEN in the CoP.

## **A graduated approach:**

### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward; for example, Differentiation, Intervention Programme or SEN Support.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.

i) Parent's evenings are used to monitor and assess the progress being made by children.

## **SEN Support**

*For more information regarding the school provision for pupils with SEN refer to the school SEN Information Report on the school website*

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning and promote emotional wellbeing. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **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 and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHCP]**

- a. Following Statutory Assessment, if it is decided that the child's needs are not being met by the support that is ordinarily available an EHC Plan will be provided. This will be provided by Knowsley Council or Halton Council, depending on the child's address. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. 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 by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and through Knowsley. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice around individual pupils, from external support services where appropriate and available.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through regular discussion between staff, parents, specialist support staff, external agencies etc and through termly progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, SENCO meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **15. Working in partnerships with parents**

Here at Cronton CE Primary School, we believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) that 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. The SENCO may also signpost parents of pupils with SEN to the Halton or Knowsley Parent Partnership service where specific advice, guidance and support may be required.

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. The school's SEN governors may be contacted at any time in relation to SEN matters.

## 16. Links with other schools

The school works in partnership with the other schools through the termly SENCO meetings, SENCO days and annual Inclusion Conference . This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## 17. Links with other agencies and voluntary organisations

Cronton CE Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Knowsley Education Psychology Service
- Specialist Outreach Services
- Speech and Language Service (Class teacher also liaises)
- Social Services (CAF leader also liaises)
- Any other appropriate and available agencies / services

As our school is located on the border of Knowsley and Halton, we work with agencies from both authorities.

**Signed** \_\_\_\_\_ [S.Thomson] **(Headteacher)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [Linda King] **(SENCo)**

Date \_\_\_\_\_

**Signed** \_\_\_\_\_ [D. Doyle] **(SEN Governor)**

Date \_\_\_\_\_

**This policy will be reviewed annually.**