


# Glenfield Primary School



## SEND Policy

January 2020

Signed:   
Date: 10.2.2020

# SEND Policy

Glenfield Primary School caters for mainstream pupils from the ages of 4-11. Within the school, we also have a specialist Speech and Language Provision which currently meets the needs of up to 30 pupils. Each pupil within the provision has speech, language and communication as their primary need, written on their EHCP.

## Overview

Every child is entitled to a broad and balanced curriculum, with regular access to all subjects and areas of learning, which is relevant to his or her individual needs. Some children will need educational provision which is additional to or different for the majority of the child's age group. These children may have Special Educational Needs.

## Special Educational Needs

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

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) has social, emotional or behavioural problems which impede the learning process.

We will ensure that teachers and teaching assistants are prepared for dealing with the needs of children with Special Educational Needs and Disabilities by providing structured training on a wide range of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide necessary support for children with Special Educational Needs within the classroom.

## Statement of Intent

Our objective in setting out the school's Special Educational Needs Policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:

- **Communication and Interaction**
- **Cognition and Learning**
- **Behavior, Emotional and Social Development**
- **Sensory and/or Physical and Medical Conditions**

Some pupils may not fit into one particular category but may have needs which overlap across a range of categories or areas of need.

The aims of the SEND policy and practice in this school are:

- To identify pupils with SEN as early as possible and that their needs are met.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To work in close partnership with external agencies/schools.

- To ensure all pupils make effective progress and realise and achieve their full potential
- To ensure all pupils take a full and active part in school life.
- To attain high levels of satisfaction/participation from pupils, parents/carers.

### **Identification and Assessment of Pupils with Special Educational Needs and Disabilities.**

Pupils with special educational needs and disabilities are identified as early as possible. In accordance with the 2014 Code of Practice there is a two staged process for identification, assessment and provision. The stages are SEN support (with or without a SEND support plan) and a Education, Health and Care Plan (EHCP). The first stage is a school based stage where it is anticipated the needs of pupils can be met through school based provision. Where pupils at this level are showing increased levels of need and involvement from external agencies a SEND Support Plan will be put into place to access resources over and above what the school is able to provide. These SEND Support Plans will be reviewed in line with the schools system of assessing, planning and reviewing progress. This graduated response recognises that there is a continuum of Special Educational Needs and Disabilities, and that the majority of children will lie at the SEND Support Stage.

Prior to placing a child on the Special Educational Needs and Disabilities Support Record, class teachers may identify pupils with a potential Special Educational Need and consulting the Special Educational Needs Co-ordinator, complete a Cause for Concern form. Initial action to address those needs and concerns is taken and progress monitored carefully.

#### **Special Educational Needs and Disabilities Support (SEND Support)**

The triggers for intervention through SEND Support could be the teacher's or other's concern if the child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows sign of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent social, emotional or mental health difficulties, which are not ameliorated by the behavior management policy employed by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment where appropriate
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of an adapted curriculum.

Teachers professional judgements and effective tracking of pupils will ensure that a child having difficulties would be identified early.

The class teacher, having already completed a registration of concern, will gather relevant evidence and meet with the SENCO and a decision will be made whether or not to place a child on the SEND Support Record. The class teacher will arrange to meet the pupil's parents/carers to discuss the areas of concern; strengths; home support; targets and review timescale. At the review parents/carers contributions will be recorded. The class teacher will make the pupil aware of his/her targets and the pupils views will be recorded.

#### **SEND Support Plan**

The indicators for a pupil receiving SEND Support to have a SEND Support Plan may be:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.

- Have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- Has sensory or physical needs, and requires additional specialist equipment or advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A pupil with an SEND Support Plan will have had the involvement of external support services, both those provided by the LA and by outside agencies. These will be consulted to provide more specialist assessments and to advise teachers about strategies including more personalised targets to address individual needs where required. Parents are always consulted before an external agency is involved.

### **Education, Health and Care Plan (EHCP)**

If a pupil, despite the school having taken relevant and purposeful actions to identify, assess and meet the SEN of the child or young person, has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment. The school will provide evidence of the action it has taken in the form of an SEND Support Plan to inform the Local Authorities decision.

The LA considers the need for an EHCP and arranges, monitors and reviews provision.

### **Review of an EHCP**

EHCPs must be reviewed annually. The SENCo will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- Class teacher
- SENCo
- Educational Psychologist
- Any other person the SENCo or parent/carer considers appropriate

At Key Stage Phase transition Reviews, receiving schools will be invited to attend in order to plan appropriately for the new school year.

Within the time limits set out in the code, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA.

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers.

We do so by:

- encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- giving parents/carers opportunities to play an active and valued role in their child's education and discussing ways in which they and the school can help their child
- keeping parents/carers informed about any decisions related to their child's provision and agreeing targets for their child
- working effectively with all other agencies supporting children and their parents/carers

## **Responsibility for the Policy and Procedure**

### **Role of Head teacher**

The headteacher will:

- ensure all staff, pupils and parents are aware and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCo, the link governor and the teaching and support staff;
- monitor the effectiveness of this policy;

### **Role of the SENCo**

The SENCo will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- monitor and keep up to date class action plans;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- termly report to the Governing Body on the success and development of special educational needs

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and SENCo;
- ensure this policy and other linked policies are up to date;
- report to the Governing Body every term

### **Role of Class Teacher**

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- Develop Passports for Learning by working closely with the SENCo, support staff, parents and children;
- deliver the individual support for each special educational pupil as set out in their Passport for Learning;
- comply with all aspects of this policy;
- Undertake appropriate training.

### **Role and Right of parents**

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils;
- to take part in the review of the Passports for Learning;
- to attend annual reviews

### **Role and Rights of pupils**

We encourage pupils with special educational needs to take part in:

- assessing their needs;
- devising their Passport for Learning;
- setting learning targets

### **Monitoring and Evaluation**

This policy has been drawn up in accordance with the 2014 Code of Practice and in consultation with the staff and governors. It will be monitored through discussion with the governor responsible for Special Educational Needs and Disabilities. The following criteria will help the governors, head teacher and SENCO evaluate the success of the education we provide:

- The existence of accurate, up to date record keeping.
- The percentage of attendance by parents at review meetings.
- Feedback from parent, pupil and staff questionnaires.
- The number of pupils for whom an EHCP of SEND is no longer necessary or the number of pupils remaining at a stage of assessment or reverting to the previous one.
- OFSTED inspection reports
- Inclusion of SEND issues in development planning
- Attendance/involvement/leadership of INSET courses by all staff
- Analysis of pupil attainment (e.g. progress over time, tracking progress)
- Evaluations of monitoring carried out as part of a Monitoring and Evaluation Action Plan
- Classroom observations by SENCO/Head Teacher

### **Partnerships**

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support

### **Local Offer**

All local authorities working with their partners must publish information about how children and young people 0-25 with Special Educational Needs and Disabilities are supported in their area. The local offer describes the services and support available for Children and Young People with SEND from birth to 25 and their families in Leicestershire. You can find information, help and advice; assessments; plans and policies throughout this section of the website:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

### **Links with Other Schools:**

A common system of record keeping and communication is established with our feeder High Schools to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

- The Oadby family of schools shares its systems and structures, training and good practice. The Oadby Learning Partnership has a website where resources and information are shared.

- The SENCOs from the Oadby Development Group meet termly to monitor and discuss any issues or national initiatives about SEND.

### **Admissions**

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;

### **Admission Arrangements within the Speech and Language Provision**

Each pupil has an EHCP/Statement (Education, Health, and Care Plan). The primary need on their EHCP/Statement is clearly stated as speech, language and communication. Each pupil requires regular, intensive speech and language therapy, which they receive as part of their ongoing provision.

### **Equality Act 2010**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, race, religion or belief and social orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Complaints**

If there are any complaints relating to the support for pupils with SEN, then parents need to speak with:

- The class teacher in the first instance
- The SENCo
- The Deputy Headteacher
- The Headteacher
- The Chair of Governors may be involved if necessary

In the case of an unresolved complaint, then the Local Authority (LA) may become involved.