

Westhead Lathom St. James C.E. Primary School



“Christian values are implicit in all that we do”

Special Needs Policy

Last Reviewed Date: Summer 2015

Next Review Date: Summer 2016

Version	Date	Author/Editor	Revision Notes
1	11 th March 2006	Pauline Roughley	Original Policy documents copied into new format, with header, footer and version control. Policy reviewed and updated to ensure reflects current policy and practice
2	22 nd January 2007	Alison Albion	Revisions made to Targets in Objectives, Roles, Access For Disabled, Resources, Curriculum, Complaints.
3	November 2007	Alison Craven	Policy amended to reflect change of SEN Governor to Mr. John Shaw
4	Apr 2008	Alison Albion	Policy amended to include information relating to ESAP funding & statements John Shaw removed – New SEN Governor to be advised. Glossary added
5	June 2008	Alison Albion	Policy amended to reflect new SEN governor, Mr. M. Walmsley
6	September 2009	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice: Amendment to p9: frequency of IEP reviews
7	Summer 2011	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice: minor amendments to reflect discontinuation of ESAP funding & SENCO visits to secondary schools
8	Autumn 2012	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice: minor amendments e.g. new arrangements for statutory assessment/new name for Inclusion & Disability Support Service (previously Lancashire Education Inclusion Service)
9	Spring 2014	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice
10	Summer 2015	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice- minor alterations
11	Spring 2016	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice- minor alterations

Signed.....Chair of Governors

Date.....

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

- To provide role models who: go the extra mile; give of themselves and their time to meet the needs of the whole child; promote spirituality and an appreciation of the wonders of the natural world; promote a love of learning; develop Christian ideals of commitment, responsibility, respect, team-work, tolerance, understanding, justice, sensitivity of self and others and love for Jesus Christ, within a secure, caring, inspiring, stimulating and challenging environment both indoors and outside.
- For children, parents, families, staff, governors and community to work together in partnership to enable each child to become a happy, healthy, well-balanced individuals with self-confidence and belief that builds character to enable them to engage thoroughly, fulfilling each individual's potential through life's experiences, opportunities and responsibilities in a rapidly changing world.

Aims

Westhead Lathom St. James Church of England Primary School aims to :-

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom;
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world;
- Teach, demonstrate and praise Christian Values;
- Value the power of prayer;
- Teach with innovative and investigative approaches to learning;
- Provide an enriching programme of extra-curricular activities and visits;
- Plan a rich, varied and up-to-date range of learning resources;
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed;
- Teach children to work independently, collaboratively and become highly motivated lifelong learners;
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology;
- Build partnerships between the school, home and community;
- Strive for continuous improvement in all that we do;
- Continually self-evaluate and continue to improve upon current practice;
- Work collaboratively towards common goals;
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.



Compliance with Legislation:

This policy has been created by the school Special Educational Needs Co-ordinator (SENDCos) in liaison with the Headteacher, the Special Educational Needs and Disabilities (SEND) Governors and in consultation with Parents and pupils with SEND in line with current reforms. It complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Disability and Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0-25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Safeguarding Policy.
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- Accessibility Plan.
- Teachers Standards 2012.

AIMS AND ETHOS FOR SEND PROVISION AT WESTHEAD LATHOM ST. JAMES CHURCH OF ENGLAND PRIMARY SCHOOL:

At Westhead Lathom St James Church of England Primary School we endeavour to ensure that pupils are both engaged and challenged in their learning, using a wide variety of teaching strategies, skills and up-to-date learning resources. We cater for those who require additional support in academic, social and physical areas; always placing the child at the centre of every decision made. We strive to ensure that pupils enjoy their time at school and access an effervescent curriculum that is both relevant and purposeful.

Thanks to our strong links with the Local Authority and Infant school, our dedicated staff, our embedded pastoral care systems and our drive to always better ourselves, we work together to 'unlock potential' in the 'whole child' ; preparing them for their role in the society of the future. We strive to recognise achievement in all areas and not simply those that can be measured by charts, graphs and tables.

Our key aims and values for SEND Provision are:

- To ensure that the pupil is at the centre of each and every decision made.
- Each and every child deserves the highest quality of care and education.
- To ensure that learning is consistently challenging, relevant and inspiring, allowing pupils to discover, explore and shape their abilities.
- To ensure that the school is positive in its approaches, striving to instill self-confidence through rewarding achievements, both big and small.
- All school staff acknowledge that ever improving skills, dedication and commitment to their role are key to raising standards.
- Those working with children are accountable for their outcomes at all levels.
- All those working within the school have only the highest expectations of themselves, those they work with and serve.
- All school staff are committed to addressing the individual needs of the pupils, regardless of circumstance.
- All parties involved in the school seek to create solutions and not problems; they do not look for flaws, but improvements.

- Governors, parents and pupils have a 'voice' within the school; their opinions are highly valued and where appropriate act as a foundation for change.
- All those working and learning in school have the right to be respected, feel valued and work within a safe environment.
- Westhead Lathom St. James Church of England Primary School aims to ensure that all children, including those with Special Educational Needs, are allowed the opportunity to develop their full potential, whatever their needs.
- We believe that every teacher is a teacher of every child and young person, including those with Special Educational Needs and Disabilities (SEND).
- Special educational provision means provision which is additional to and different from the educational provision made generally for children of their age.

Objectives:

Classroom teachers are responsible and accountable for the progress and development of the pupils in their class. If pupils are not responding to high quality teaching and differentiation in class, the teacher and the SENDCo will gather information to identify if the pupil has SEN by:

- Identifying and providing for pupils who have Special Educational Needs and additional needs.
- Working within the guidance provided in the SEND Code of Practice 2014.
- Operating a "whole pupil, whole school" approach to management and provision.
- Using the graduated response as outlined in the Code of Practice by going through a cycle of plan, do and review, to assess any interventions put in place to support SEND pupils.
- Establishing effective systems of early identification through internal and external assessments and liaison.
- To provide support and advice for all staff working with children with Special Educational Needs.

In pursuit of our objectives Westhead Lathom St. James Church of England Primary School aims to support individual pupils' needs by:

- Establishing effective and early systems in the identification and communication for SEND.
- Taking into account the wishes of the child concerned, in the light of their age and understanding.
- Working in partnership with parents and taking into account the views of individual parents in respect of their child's particular needs.
- Meeting specific needs of pupils by providing one to one or small group work and/or appropriate interventions for English and Maths.
- Providing in-class support from named Teaching Assistants and good management of appropriate resources to ensure all children's needs are met.
- Providing break and lunchtime supervision.
- Completing an Annual Review for all pupils with Education, Health and Care plans.
- Meeting with parents of pupils with Special Educational Needs on at least three occasions throughout the year to discuss progress.
- Termly meetings between Teaching Assistants and Teachers to monitor the progress of children with SEND in line with the Schools Assessment Policy.

- Establishing and monitoring up to date SEND records for the school.
- Working in close partnership with providers of specialist services for pupils with SEND e.g. Behaviour Support, Educational Psychology Service, Local Inclusion Officer, Support services for physical, visual and hearing impairments and medical specialists.
- Continuing to raise staff awareness and expertise through INSET (Staff Training Days).

Identifying Special Educational Needs

Definition:

According to the Special Educational Needs Code of Practice (July 2014) there are 4 broad areas of need:

Communication and Interaction – children who have difficulty communicating with others.

- Speech, language, and communication needs (SLCN)
- Autism Spectrum Disorder (ASD) – difficulties with social interaction.

Cognition and Learning – children who learn at a slower pace than their peers, even with appropriate differentiation.

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties – wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour, anxiety, depression, self-harming, substance misuse, eating disorders and other physical symptoms.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder.

Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Physical Disability.

In practice, individual children will have needs that cut across a number of areas and their needs may change over time.

The following children may not have SEN but they may have a need which could impact on their progress and attainment. These children will be identified on the provision map to enable us to monitor their progress.

- Pupils with a disability where the school has made 'reasonable adjustments' to meet their needs.
- Attendance and Punctuality issues.
- Health and Welfare needs.
- Have English as an additional language (EAL)
- Are in receipt of Pupil Premium funding.
- Is a Child in Care (CIC) / Looked After Children (LAC)
- Is a child of a parent in armed forces.

A GRADUATED APPROACH TO SEN SUPPORT.

In order to help all children who have Special Educational Needs, Westhead Lathom St. James Church of England Primary School, will adopt a graduated response that encompasses an array of strategies, recognising a continuum of Special Educational Needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code of Practice, shall be regarded:

- Provision for a child with Special Educational Needs should match the nature of their needs.
- There should be careful, regular recording of a child's Special Educational Needs, the action taken and the outcomes.

Class teachers are responsible and accountable for the progress and development of pupils in their class. High quality teaching, differentiated for individuals, is the first step in responding to pupils who may have SEND. Once a class teacher has expressed a concern about a child using the Initial Concerns form, the SENDCo makes arrangements for the child's progress to be monitored until the child's next meeting. There will be informal consultations with the child and their parents / carers. If there are still concerns about progress, the SENDCo and/or class teacher meet with the parents for consultation about the child's needs and next steps. A decision will need to be reached at the meeting whether to begin SEN Support process.

MANAGING PUPILS NEEDS ON THE 'SEN PROVISION MAP'

Pupils deemed to require SEND Support will be placed on the Provision Map in consultation with parents. Parents will be consulted at least three times a year (including parents evening) whilst their child remains on the Provision Map.

In addition, children who are deemed 'at risk', but do not necessarily meet such a criteria, may be added to the Provision Map, under the category of 'Monitoring' (M) to prevent potential oversights during transitional periods.

When on the Provision Map and with interventions in place, the school will use the 'ASSESS – PLAN – DO – REVIEW' model for tracking effectiveness.

When students have made accelerated progress and are no longer deemed to need SEN intervention they will be re-categorised as 'Monitoring', to secure successful transition from SEND status. This step will include consultation with parents and the pupil.

The SENDCo will keep the information on the SEND Provision Map up to date and this will be revised each term.

For those children deemed 'high need' ('High Need', formerly SEN +, is defined as a pupil who requires external support from specialist provision, that is not available within the school), the SENDCo will engage with specialists, such as Educational Psychologists, Behaviour Support and liaise with Health and Social Care agencies.

Referral documentation will be completed by the class teacher in the first instance, with support and additional information from parents valued and logged in a school support document which includes, "All About Me," from EHC Plan. The SENDCo/Headteacher will liaise with the class teacher and possibly parents again. The SENDCo/ Headteacher will be responsible for all referrals made and a copy of all documentation will be held by the SENDCo in the pupil's SEN file (headteacher's office) and pupil's data file (office) . Children at this stage will have their needs outlined in a School Support Plan (SSP) which will be reviewed in consultation with Parents, Staff and Children three times a year.

If at the review stage of the model, the SENDCo, external specialists, parents and the child feel that despite appropriate intervention and support being in place, progress is not being made and the concerns remain, the school may make the decision to request an Education, Health and Care Plan (EHC) from the Local Authority. The parents and the child will remain fully informed of and involved in this process.

SUPPORTING PUPILS AND FAMILIES

Westhead Lathom St. James Church of England Primary School will help to guide and support children and their parents by:

- Signposting them to the Local Authority Local Offer
- Provide a link on the website directly to the SEN information report.
- Establishing links with external agencies to support the family and the children.
- Signposting towards the school Admissions Policy
- Providing termly support plans with specific and measurable targets
- Providing additional support at times of transition.
- Managing the medical conditions of pupils in line with the schools Managing Medical Conditions Policy.

MONITORING AND EVALUATION OF SEND

Westhead Lathom St. James Church of England Primary School regularly and carefully monitors and evaluates the quality of provision by:

- Implementing the ASSESS – PLAN – DO – REVIEW model.
- Termly Pupil Progress meetings.
- Performance management of Teachers and Teaching Assistants.

- Intervention data tracking.
- SSP reviews three times a year.
- Termly feedback to Governors of the Standards Committee.
- Book Scrutiny
- Learning Walks
- Regular auditing of Parental, Pupil and Staff views by governors and SENCo.

TRAINING AND RESOURCES

SEND at Westhead Lathom St. James Church of England Primary School is funded through the normal school budget, with top up funding for any pupils with an Education, Health and Care Plan. Where appropriate, funding may be sourced via the Pupil Premium, although this will not necessarily be available for all pupils. Such funding must be used in line with protocols agreed by DfE and the governing body.

The SENDCo regularly attends Local Authority training and attends the SEN Cluster Meetings in order to remain up to date with local and national updates.

ROLES AND RESPONSIBILITIES

Governing Body

In conjunction with the Headteacher they will:

- determine the school's general policy with approach to provision for children with Special Educational Needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND link Governor to take particular interest in and closely monitor the school's work on behalf of the children with Special Educational Needs.

Headteacher/SENCO

- To hold responsibility for the day to day management of all aspects of the school's work including provision for all children with SEN.
- To keep the governing body informed about the provision for children with SEN including the allocation of resources needed to meet individual needs.
- Ensure that staff responsibilities for Special Educational Needs are known to and understood by all.
- Ensure that those children who are on the school's special needs register have termly School Support Plans which are part of an annual All About Me statement.
- Ensure that all programmes for the identification and support of Special Educational Needs are followed.
- Ensure that the changing needs of pupils are monitored as they pass through the school.
- Ensure that the arrangements are made for the Annual Review of pupils with Education and Health Care Plans.
- The budget allocated through the Statement of Special Educational Needs for any child is used to the best effect to support the identified needs.
- Ensure that school funded support staff are deployed to most effectively support special needs within the school.
- Ensure that all staff are aware and suitably trained with regard to the issues related to safeguarding of vulnerable children, including those with Special Educational Needs.
- To have responsibility for the day to day operation of the school's SEND Policy.
- Co-ordinating and prioritising provision for all the children with Special Educational Needs through the school's provision map.
- Liaising with and advising colleagues.
- Ensuring relevant information about individual children with Special Educational Needs is collected, recorded and updated ensuring there are appropriate IEPs and Care Plans are in place.

- Advising on the use of the school's delegated budget / other resource's to meet children's needs effectively.
- Liaising with the parents/carers of children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the Local Authority Support Services and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Liaising with potential next providers of education to ensure all parties are informed and a smooth transition is secured.
- Working with school governors ensuring that the school meets its responsibilities under the Equality Act 2010 re. reasonable adjustments and access arrangements , via accessibility planning
- Reporting to the Governing Body the Impact of provision for children with Special Educational Needs at least 3 times a year.
- Coordinating Annual Reviews for children with a statement of special education needs or Education, Health and Care plan.
- To support the school community in matters of SEN that are not necessarily a result of, but may have an impact on, academic matters.
- Liaise with staff to initiate Team Around the Family (TAF) needs. (Multi-agency response)
- Carry out TAF with parents/carers.
- To have regular TAF meetings with parents/carers and relevant outside agencies.
- Report to parent/carers, staff and outside agencies any actions arising from the TAF.
- Liaise with parents/carers to discuss concerns and issues around pupil needs.
- Liaise with outside agencies and professionals, including the Multi-Agency Team (MAT), Child and Adult Mental Health Service (CAMHS) and School Health.

Teaching Staff

- To oversee the day to day operation of the Teaching Assistants, regarding the needs of the pupils.
- Ensure all Teaching Assistants timetables are regularly updated and adhered to.
- Ensure Teaching Assistants are keeping records of progress when working with individual / groups of pupils.
- Ensure regular meetings to discuss progress or issues arising.

Teaching and Non-teaching Staff

- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- To be aware of their responsibilities to children with Special Educational Needs as defined in the School Teachers Pay and Conditions Document (STPCD) 2014.
- Take into account the type and extent of difficulty experienced by the pupil when planning and delivering the curriculum and assessment (TA's under the guidance of Teaching staff).
- Take specific action to provide access to learning, for pupils with Special Educational Needs, working closely with representatives of other agencies who may be supporting the pupil.

The staff member responsible for Safeguarding and managing Pupil Premium funding, managing the schools responsibility for meeting the medical needs of pupils and Looked After Children Funding is the Headteacher.

STORING AND MANAGING INFORMATION

All documents are stored in line with the schools policy on Data Protection and Acceptable Use of IT.

REVIEWING THE POLICY

The SEND policy will be reviewed annually in line with NASEN recommendations. All changes that are required will be approved by Governors.

ACCESSIBILITY

See Westhead Lathom St. James Church of England Primary School's Accessibility and Admissions Policies.

DEALING WITH COMPLAINTS

Parents are encouraged to contact the school about any matter and can make an appointment to visit the school. If parents have a concern about their child's education, they should contact the Class Teacher initially followed by the Headteacher if necessary. Matters of school policy or professional issues can be referred to the Head Teacher. If the matter is unresolved, the Headteacher should make them aware of and give access to the schools Complaints Policy.

If there are issues concerning a Statement of Special Educational Need, then the procedures to address this are set out in the Code of Practice 2014.

INCLUSION

At Westhead Lathom St. James Church of England Primary School we pride ourselves on being fully inclusive. We make child centred decisions and strive to ensure that all children are exposed to and receive the same opportunities as their peers regardless of circumstance.

The school has an Equal Opportunities Policy which outlines, in detail, practices applied to secure this.