

Summerfield Primary School SEND Policy Sept 2017

Aims and objectives of Summerfield Primary School in relation to SEND provision

- To create an ethos and educational environment that is child centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND that will enable them to succeed in their education.
- To reflect the Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every Teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'child centred approach' fostering and promoting effective collaboration with children, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities.

How Pupils with SEND are identified within Summerfield Primary School

Defining SEND

The 2014 Code of Practice says that:

"A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. "

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEND if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching.

The four broad areas identified within the SEND Code of Practice 2014 (p86) are

'Communication and Interaction', 'Cognition and Learning', 'Social, Emotional and Mental Health Difficulties' and **'Sensory and/or Physical needs'** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision. The purpose of identification is to work out the action that the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. The ability to identify SEND and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), Teachers are guided and supported in this by the SENCo/Inclusion Manager and information is shared appropriately and frequently.

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Although the SENCo has overall responsibility for supporting the identification of pupils with SEND in the school it is recognised that other members of teaching and support staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school. Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning.

At Summerfield Primary School we use a number of indicators to identify pupils' special educational needs such as:

- Observations.
- Information from parents.
- Close analysis of data including: EYFSP, termly, yearly and end of key stage assessments, pupil progress meetings.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools or from other services.

What is not SEND but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- CLA
- Being a child/young person of servicemen/women
- EAL

The Graduated Approach to SEND provision at Summerfield Primary School

At Summerfield Primary School we have adopted a graduated response to SEN provision and all children at Summerfield Primary school access quality first teaching. Any pupils who are falling significantly outside of the range of expected achievement in line with predicted performance indicators will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's progress. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class. The child is formally recorded by the school as being under observation due to concern but this does not place the child on the school's SEND register. Parents are given this information. The child will be given targeted support within class and during pupil progress meetings the progress being made by the child will be discussed and next steps will be decided.

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Wave 1 Teaching

Quality First Teaching (QFT) forms the basis of provision for all children. Lessons are pitched appropriately to challenge all children to make the best progress possible from their individual starting points.

Wave 2 Provision

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses its funding to ensure that children have access to additional small group and 1:1 support as required.

Wave 3 - External Support

It may be necessary to make a referral for targeted Cluster support such as TAMHS, Family Support, Complex Needs Team, Speech and Language Therapy; STARS team (Autism) or our Educational Psychology service. At Summerfield Primary School we recognise the importance of early diagnosis and intervention and have close links with the Early Years Team who are able to support children and Parents in our Early Years. We have close links with the school nurse who is available to train staff when children have specific medical issues and also signpost links with many other support agencies.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. 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 child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

Assess

This involves analysing the child's needs using the class teacher's assessment and experience of working with the child. Details of previous progress and attainment, comparisons with peers, the views of parents and child and, where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need, Parents will be informed either at parents' meetings to discuss the child's progress. Children on the SEND register will be assessed by B square.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the interventions and support that are required. 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

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outcomes that are being sought. The targets will be set using B square or those provided by outside agencies including SALT or SENIT.

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. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews will be undertaken in line with agreed dates (at least 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 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.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) 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 EHCP will be taken at a progress review meeting. 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
- SENIT

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.

Further information about EHC Plans can be found via the SEND Local Offer: www.leeds.gov

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Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Special Educational Needs Assessment and Review (SENAR) if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. 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. 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 unless the child is in Early years when the plan will be reviewed six monthly.

Annual Reviews

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.

Monitoring and Evaluation of SEND at Summerfield Primary School

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is achieved through Parents' Meetings and Parents' Evenings, Questionnaires and Parental Partnership. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. At Summerfield Primary School we have a provision management approach, involving the mapping of SEND provision, monitoring, review and evaluation of interventions used to support pupils and deployment of staff and resources to ensure our children achieve

The information gained from provision management is used to identify how effective provision (interventions) is in enabling pupils to achieve academic and wider outcomes. There is to be an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation is carried out by the SENCo and SEND Governor and information is gathered from different sources such as teacher and staff progress meetings, pupil questionnaires, parents evenings, feedback and structured conversations.

Training and Resources

Funds from the Notional SEND Budget, FFI funding and Pupil Premium are used to support SEND by:

- Purchasing resources
- Training all staff
- Paying salaries of support staff

Roles and Responsibilities

The Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governing Body will, in cooperation with the Headteacher, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. The named Governor for SEND is **Louise Sanderson** and she meets with the SENCo at least termly to discuss actions taken by the school.

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The SENCo (Mrs Janice Kidd) will :

- take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer;
- oversee the identification of children needing intervention through SEND Provision or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND;
- oversee the records on all children with SEND;
- work in partnership with parents of SEND children;
- involve the child with SEND in the target setting and review process;
- support the in-service training of all staff ;
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEND
- liaise with the governor responsible for SEND;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges

Class Teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the SEN Support Plan, is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

Children

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of the review meeting.

Parents

All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEND Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

Accessibility

New duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover new legislation Summerfield Primary School continues to:

- Not discriminate against disabled pupils.
 - Take responsibility for taking reasonable steps to include pupils with a disability.
 - Make increased accessibility for disabled pupils in line with the LEA's strategic planning.
- Staff are aware of the distinction between the definition of a pupil with SEND and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

For further details, see Accessibility Plan, available on the school website (when I've done it)

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Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If parents have queries or complaints about provision for children with Special Educational Needs, they should discuss their concerns with the class teacher. If they continue to have concerns, they should meet with the SEND/Inclusion Co-ordinator and the Headteacher.

Review Framework

Policy adopted :

Date for review by Staff :

Date for review by Governors :