

## ASHLEY PRIMARY SCHOOL

### SEND Policy September 2019

This Document should be read in conjunction with The School *SEND Information Report*.

We are all exceptionally proud of our school and are confident that we provide a vibrant and stimulating learning environment in which all of pupils of all abilities can thrive. We want all our pupils to experience success in everything that they do as part of the school family and we aspire for them to maximise their full potential.

#### Legislative framework:

Ashley Primary School SEND Policy is for young people with special educational needs or disabilities and is governed and written to comply with the statutory framework and policies set out in:

- SEND Code of Practice 2014
- 2014 Children and Families Act
- Keeping Children Safe in Education 2019
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Education Act 2002
- Children Act 1989 and 2004
- Education Act 1996

#### **Safeguarding**

All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being victims of child abuse. Any concerns raised may lead to consideration of the concern under safeguarding or child protection procedures.

#### **Headlines from September 2014 Code of Practice**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health Care Plans (EHC Plans) which can be used to support children from birth -25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Need Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- **There are four broad categories of SEN:**
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Physical and sensory

#### **Definition of SEND**

The 2014 Code of Practice says that:

A person has SEN 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 at 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.

(Taken from 2014 SEN Code of Practice : 0-25 Years – Introduction xiii and xiv)

## **Introduction**

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need learning *additional to and different from* what is provided for the majority of children; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Ashley Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

Pupils have special educational needs if they have a difficulty which calls for special educational provision to be made for them e.g. *which is additional to or different from* differentiated curriculum plans. Ashley Primary School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils the same age;
- b) Have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for pupils/young people of the same age in schools within the area served by the LA
- c) A child under compulsory age has special educational needs if they fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

Pupils will 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.

The staff and Governors of Ashley Primary School will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of the school community in providing positive whole school approaches towards the learning, progress and achievements of SEND pupils.

## **The Role of the SENDCo**

**The Special Educational Needs Co-ordinator is Mr T Dumble.**

In collaboration with the Head teacher, the SENDCo and the Governing Body, determine the strategic development of the SEND policy and provision at Ashley Primary School with the ultimate aim of raising the achievement of the pupils with SEND.

- Collaborating with SENDCo's in partner schools in order to facilitate joint policies and ensure the maximisation of expertise, resources and mutual support.
- Liaising with and advising colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of Statements or EHC Plans and records for all SEND pupils.
- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for SEND pupils.
- Organising and maintaining the records of all SEND pupils.
- Liaising with parents/carers of SEND pupils in co-operation with class teachers.
- Liaising with secondary schools when SEND pupils leave at the end of year 6.
- Liaising with external agencies including the LA officer with responsibility for SEND and external agencies as detailed in our local offer.

Initial enquiries about your child's progress should be made with the class teacher but should you wish to have a meeting with the SENDCo please make an appointment with the school office.

Every Teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with. All teachers are teachers of SEND pupils. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved – Local Authority, school, parents/carers, pupils and all other agencies.

As an integral part of the SEND provision we will ensure:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; ( see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of the individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- The SENDCo maintains a confidential register of all pupils with special educational needs.

### **Identification, Assessment and Provision of SEND**

Ashley Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards All SEND pupils and ensure that parents/carers are informed by the school that SEND provision is being made for their child and are fully involved.

### **Graduated response**

Ashley Primary School will adopt a graduated response to meeting special educational needs. This requires the initial use of classroom and school resources before bringing specialist expertise, if required, to bear on the difficulties that a pupil may be experiencing. The school will intervene as described below. Such interventions are a means of helping Ashley Primary School and parents match special educational provision to the needs of the individual child.

### **Initial Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used (Class Provision Overview).

### **Special Educational Needs Support (SENS)**

The new Code of Practice 2014 identifies difficulties from the following SEND categories

#### **Communication and interaction needs include:**

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

#### **Cognition and Learning needs include:**

- Dyslexia
- Dyspraxia
- Dyscalculia
- Moderate Learning Difficulties
- Global developmental delay

**Social, Emotional and Mental Health needs include:**

- ADHD, ADD, Attachment disorders, emotional difficulties, mental health difficulties

**Sensory and physical needs include:**

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi –sensory impairment (MSI) and
- Physical disability (PD).

**Medical Needs**

- Epilepsy
- Bowel disorders
- Diabetes

**Identifying children at SENS (SENS Support)**

When a pupil is identified as needing provision **additional to or different from** those lessons provided as part of normal class activities involving Quality First Teaching, it will trigger the intervention of the SENDCo. A referral form will be completed from the class teacher to the SENDCo, supported by evidence of the further additional support already completed in class, about a child who despite receiving differentiated learning opportunities:

- Makes little or less than expected progress given their ages and individual circumstances even when teaching approaches are targeted particularly in a young person's identified area of concern characterised by progress which is:
  - 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 the child and their peers
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment or progress in some curriculum areas;
- Presents persistent emotional difficulties which are not effectively minimised by the approaches used by the school resulting in expert advice being required;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communications and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Makes slow progress in developing literacy and mathematical skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and /or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

The SENDCo may organise for further assessments to be completed by the child but support for them will be discussed with parents and if required, action taken. The school does not offer diagnosis or complete assessments needing to be completed by an expert-e.g. formal assessments for dyslexia, ASD,ADHS. Parents are advised to contact their GP in these circumstances or the appropriate body but the school may recommend that they be placed on the Register and receive an Individual Education Plan (IEP).

As the result of an Individual Education Plan (IEP) review meeting the decision may be taken by the Inclusion Team, in consultation with the parents, carers and young person, to involve external support agencies.

These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide the support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- 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 young people.

### **Working with Parents and Children**

We aim to have good and informative relationships with all of our parents and believe the support that parents can provide both at home and school is crucial to the ongoing progress of any child. If a child is experiencing difficulties, parents will be informed either at a parents 'meeting (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to any parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that the school believes their child should be placed at SENS
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review 'required in the Code of Practice 2014.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meeting and copies are available to parents.

Thereafter, parents –and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

**We hope these effective arrangements will mean that parents are satisfied with provision but should you have concerns please come into school to discuss them as worries can be quickly alleviated.** If however, a parent/carer wishes to make a complaint about SEN provision it should be first raised with the school through its Complaint Policy. If the issue cannot be resolved, then the complaint must be referred to the LA.

### **Plan, Assessment, Do and Review**

SEND support in school is based on four types of action - **ASSESS, PLAN, DO & REVIEW**

#### **Identification& Assessment**

SEND pupils may be identified through the teachers' observations and assessment, SEND areas of need (see SENCo) Standardised assessments (Baseline, SATs, etc.), progress checklists, targets setting, parental/carers concerns or the pupils own observations or by external agencies.

#### **Plan**

Where it is decided to provide a pupil with SEN support, the parents **must** be notified. The teacher and the SENDCo will agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All identified SEND pupils will have a tracking grid completed (Appendix 2). This will be updated each year by the class teacher with support (if needed) from the SENDCo. An IEP will be written.

### **Individual Education Plan (IEP)**

Individual Education Plans (IEP) include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and pupil and the date the provision starts. The IEP should include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- a start date and finish date of the intervention
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

### **Do**

The class teacher or TA will remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of the support.

### **Review Process**

Individual Education Plans will be reviewed three times a year, with input from the SENDCo pupil, parent/carer, Teachers, and Teaching Assistants and outside agencies (if applicable).

Pupils with a statement of Educational Need or EHC Plan will have short term targets which will have been established after consultation and will include targets identified in the statement of SEND. These targets will be set out in the IEP and be implemented, at least in part and as far as possible in the normal classroom setting.

The delivery of the interventions will continue to be the responsibility of the class teachers. All statements, EHC will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement.

All pupils will participate as appropriate in their reviews. They may:

- Attend their review meetings
- Offer their opinion and advice in the setting of targets
- Discuss their achievements /concerns/issues in advance of the review meeting with parents /carers or others as appropriate.

The SENDCo, class teachers and TA's will then discuss the outcome of the in-school review and submit the relevant information to the Local Authority. The Annual Review at the end of KS2 will give clear recommendations as to the type of provision required at secondary school.

### **Moving to an EHCP (Education, Health and Care Plan)**

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at SENS, the school and parents may apply for the child to be assessed for an EHC Plan.

This will decide the nature of the provision necessary to meet the young person's SEND. Where a request for a statutory assessment is made to South Tyneside Council SEND team, the pupil will have demonstrated significant Cause for concern and the school will need to provide written evidence such as:

- The schools current provision (Provision map)
- Individual Education Plans
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attendance information
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers
- Involvement of other professionals' e.g. social services, EWO or GP

The school will collate this information and a meeting will also be held with parent/carers, pupils, external professionals and school staff to ensure that all agree the application being made.

### **Teaching and Learning**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we will aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our Provision Map. When considering an intervention, we look first at the child's profile of learning in order that can select the intervention which is best matched to the child. Targets for children at ASENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in six weeks blocks.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo will monitor interventions to identify 'what works'.

### **Adaptations to the curriculum teaching and Learning Environment**

Ashley Primary School is disability friendly as detailed in our local offer. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities. All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD, etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of the normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

### **Children with social, emotional and mental health needs**

Challenging or disruptive behaviour itself is not classified as an SEN but may reflect underlying mental health difficulties, ADHD, ADD or attachment disorder. If a child shows consistent concerning behaviours, the class Teacher will monitor the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home based experience (e.g. bereavement, parental separation) the school will work with the family to complete an Early Help Support Assessment and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we will support and encourage parents to ask their GP for a referral to CAMHS (Children & Adolescent Mental Health Service).. If the child is felt to have long- term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills interventions. These are generally delivered by a trained TA who has developed good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Transition Arrangements**

#### *Transition into and within school*

We understand

How difficult it is for children and parents as they move into a new class or an new school and will do what we can, according to the individual needs of the child, to make transition between classes-including from the nursery-as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

#### *Transition to Secondary School*

Transition reviews for Year 6 pupils are held, where possible in the summer term of Year 5 or the autumn term of Year 6. The Secondary school SENDCo is invited to attend Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. Pupils are supported by the LA Emotional Resilience Team to support transition into Year 7.

### **Pupil Voice**

Pupils are invited to submit their views in writing as part of their annual review as well as to attend the review itself. We are keen for all pupils to contribute to the setting of their own targets and strategies.

## **The Role of 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 Governors with particular responsibilities are Mrs G Hobson. They meet with the SENDCo at least termly to discuss actions taken by school and report to the Full Governing Body.

## **SEND Information**

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN Information Reports. The information published, will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEN and assessing their needs;
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment review;
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society;
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN;
- Enabling children and young people with SEN to have access to facilities and extra curricular activity available to all children in the setting;
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying;
- Named contacts for parental concerns.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promise self and mutual respect and a caring and non-judgemental attitude throughout the school.

SENDCo: Mr T Dumble

SEND Governor: Mrs G Hobson

Date of Review: June 2019

Date of next Review: June 2020

Signed:

Date:

