

ASHWOOD PARK PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS and Disabilities (SEND)

1) Key people relating to this policy:

Head Teacher: Mr Keith Butler

SENCo: Mrs Caroline Francis

Contact details: 01384 818545

School Governor with SEND responsibility: Mrs Nicki Sehri-Saini

Designated Teacher with Specific Safeguarding Responsibility: Mrs Jane Lister and Mr Keith Butler

All teaching and support staff

Background information

The school has 305 children on role and is situated on the western edge of the Metropolitan Borough of Dudley and is set in its own beautiful grounds. The school incorporates a nursery and a *specifically resourced base for hearing impaired* which currently caters for 17 children.

As of November 2014 , 19 % of children are registered for free school meals and 14% are recorded as having SEND, 20% when including children who access the resource base for the deaf.

Beliefs and Values

At Ashwood Park we believe that all children are individuals and have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

At Ashwood Park we believe

'All teachers are teachers of children with special educational needs' SEND code of practice' (2014)

Rights Respecting Schools

The school adheres to the principles of the United Nations charter for the Rights of the child and promotes children's understanding of their rights and responsibilities. Children learn through lessons, class charters and assembly times that they all have rights and with these go responsibilities towards others.

SEN applicable Articles:

The best interests of the child must be a top priority in all things that affect children.

(Article 3)

Every child has a right to have a say in all matters affecting them, and to have their views taken seriously **(Article 12)**

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work. **(Article 18)**

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children. **(Article 23)**

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this. **(Article 28)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **(Article 29)**

2: Aims and objectives:

Aim

At Ashwood Park we aim to provide every child with access to a broad and balanced curriculum and are committed to raising the aspiration of and expectations of all children with SEN and to improving outcomes for these children.

The school empowers the children to succeed through providing a clear focus on outcomes not just on hours of support.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND policy.
- To ensure a high level of staff expertise to meet need through targeted continual professional development
- To work collaboratively with all professionals and outside agencies when the pupils needs cannot be met by the school alone.
- Work with parents/carers and children to gain a better understanding of the whole child and involve them in all stages of their education taking into account their informed choice and their views.
- To monitor and review progress and provision regularly.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- For governors, in co-operation with the head teacher and SENCO, to determine the school's general policy and approach and ensure that the necessary provision is made for any pupil who has SEN.

3: A Graduated Approach to SEN support

Identifying Special Educational Needs:

A child or young person SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 school. (p 4/5 Code of Practice 2014)

Disability definition:

(Some young children who have SEN may have a disability if he or she has a physical or mental impairment which has a long-term and substantial adverse effect on his ability to carry out normal day-to-day activities. (Equality Act 2010))

The new Code of Practice (September 2014) states the four broad categories of need as being:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health** (previously referred to as Behaviour, emotional and social difficulties.)
- **Sensory/physical**

However, at Ashwood Park we recognise that other issues may impact upon progress and attainment which are not SEN, e.g:

- Attendance and punctuality
- Health and welfare
- English as an additional language (Children are not regarded as having a learning difficulty if the language or form of language of their home is different from the language in which they will be taught. (Section 312 Education Act1996)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Assess, Plan, Do, Review

At Ashwood Park we have adopted the: assess, plan, do, review model, outlined in the SEN code of practice 2014, for all children. All teachers are responsible and accountable for the progress of children in their class, this includes where pupils access additional support from teaching assistants or specialist staff.

Quality first teaching: At Ashwood Park Primary school we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children. The quality of this teaching is regularly monitored by the Senior Management Team and action is taken, e.g. through further staff training, individual support and mentoring, performance management targets, if this is not seen

-Any children who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.

- Once a pupil is identified as possibly having SEN they will be closely monitored 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.

-The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.

-Through consultation between the class teacher, the SENCO and parents it will be determined what level of provision is needed going forward, this may include the child being placed on the SEN register.

-Parents evenings are used to monitor and assess the progress made by children.

SEN support:

Where it is determined that a pupil has SEN parents will be formally advised of this and the decision will be added to the SEN register. The child will then have their SEN monitored through the Assess, Plan, Do and Review model.

Assess

When assessing the child's needs the following will be taken into account:

- *Information from parents/carers*
- *Pre-school records*
- *Medical records*
- *Previous teaching assessment records*
- *Current teaching assessment records*
- *Use of agreed age related SEN levels for cognition (see appendices)*
- *Foundation stage profile*
- *Dudley EYFS termly tracker assessment*
- *Key Stage SATs results*
- *QCA tests*
- *Teacher assessments and observations*
- *Staff discussions with SENCO and other colleagues*
- *Checklists for reading and spelling*
- *Samples of children's work*
- *Specific testing materials produced commercially, e.g. Hodder standardised reading and spelling assessments and WELCOM standardised speech assessments.*
- *Learning ladder assessments*

Where there is a higher level of need or specific need identified specialist assessments may be used from external agencies and professionals,

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Services which may draw upon include:

- *The LA's specialist advisory services for children with learning difficulties (Learning Support Team)*
- *Language and communication difficulties (Speech & Language Support Service)*
- *Behavioural, emotional and social difficulties (PRUs)*
- *Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)*
- *Autistic spectrum (AS) (Autism Outreach)*
- *Educational Psychology Service*
- *Community Paediatrician*
- *Pre-school Special Needs Service*
- *Visual Impairment*
- *Hearing Impairment*
- *Home and Hospital (Cherry Tree)*
- *CAMHS*

- *Physiotherapy*
- *Occupational Therapy*
- *Social Care*
- *Referrals to these services will be made by the SENCO in discussion with class teachers and will always be shared and agreed with parents/carers.*

Plan

Following the assessment of the pupils needs school will plan on how to meet these needs. 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.

Individual Educational Plans (IEPs) are used to set additional targets for those with on the SEN support register.

The IEP sets short term objectives for the pupil. It outlines the activities provided/suggested for the pupil in order to meet these objectives and who is responsible for working on these objectives. Where possible children will have input into their IEP's and targets set must be shared with the children. It must not duplicate other targets, including individual targets set form learning ladders or those set and recorded for the pupil elsewhere.

IEP's will be revised and updated each term. In October and February to coincide with parent's evenings and in June for transition to the new class teacher. Where possible parents must sign. The IEP's and copies must be sent home for those who do not attend meetings.

IEP's will not reproduce targets set by the class teachers for reading, writing and maths which all children have. They will also not reproduce targets set by other therapy services, e.g. speech and language therapy. Therefore, not all children on the SEN register will have an IEP.

Class teachers are responsible for the setting, implementing and reviewing of targets on the IEP's and must ensure they are aware of targets set by outside agencies which are delivered by support staff. Additionally, they are responsible for, and must work in conjunctions with the support staff who deliver, the intervention sessions.

Do

Following the assessment and planning stages interventions will commence. 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 and 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 regularly. 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

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 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 found via the SEND Local Offer:

<https://fis.dudley.gov.uk/localoffer/>

or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on:

01384 236677

Education, Health and Care Plans (EHCP)

a. Following Statutory Assessment, an EHCP will be provided by Dudley County Council, 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.

b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHCP 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.

5: Criteria for exiting the SEN register

A child may exit the SEN register if they are discharged by an outside agency and no further intervention is deemed necessary.

They may also be discharged if they progress academically so that they surpass the schools SEN cognition and learning agreed levels. Or if they are age appropriate in standardised assessments.

Parents will be informed, by the class teacher or SENCO, that their child no longer requires being on the SEN support register and will have opportunity to discuss this decision and raise any queries.

6. Arrangements for coordinating SEN provision

SEN records linked to the Assess – Plan – Do – Review cycle are maintained for individual pupils.

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 Dudley'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 co-ordination of the school's SEN provision.

6: Supporting parents and families

School works in partnership with parents/carers and carers' regarding their children's SEN and ensures parents/carers are aware of the role of SENDIASS: Information and support from outside of school is available through SENDIAS (SEND information advice services, previously known as Dudley Parent Partnership) the service is led by Victoria Townsend.

- Contact Details:
Address Trafalgar House, 47-49 King Street, Dudley, DY2 8PS
Telephone 01384 236677
Fax 01384 818096

At all times we endeavour to ensure parents/carers have all the information they require in order to make informed choices for their child.

The school website has a copy of the **SEN Information report** available for all parents to access

The school website has a link to the **Dudley Local Authority offer** which shows the provision made by the local authority for children with SEND

The schools admission arrangements can be found in the admission policy, available at the school office, and on the school website. Children with a statement have Ashwood Park as a named school on their Statement of Educational Needs. Children within the RBD have the resourced provision stated on their Statement of Educational Needs.

The schools policy on managing the medical conditions of pupils is available on the school website (currently being written with new guidance)

When children are in year 6, and taking their SATs, access arrangements are made for those children who meet the criteria set out in government policy. They may receive: extra time, a reader for the tests, a scribe or rest breaks. In other year groups children may also receive these arrangements if the class teacher feels it is appropriate and to help prepare the children for their SATs assessments.

During transition periods Ashwood Park use a number of strategies to make these periods as smooth as possible. These include:

On entry:

- A planned programme of visits in the summer term for pupils starting in September including "Play and Stay" visits with parents/carers, visit and a visit to their new class (without parent/ carer).
- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Our Foundation lead teacher, Miss Reynolds, visits all children in their home setting prior to them starting nursery. Where concerns are raised Mrs Lister (Deputy Head) or Mrs Caroline Francis (SENCo) may hold a meeting with parents to discuss any issues. In some circumstances individual arrangements may be made for starting school such as shorter hours.

Specific individual transition programmes are put into place for children coming from enhanced nurseries or who have specific additional needs. This may involve meetings: Team around the child, CAF, informal meetings. Transition visits to school, transition photo books for the children. School staff to visit their previous setting to get to know the child.

KS1-KS2:

- Although not officially leaving the school children moving from year 2 to year 3 do move buildings and this can be unsettling for some children.
 - We therefore prepare children for this change by: holding assemblies in the KS2 building on a weekly basis.
 - Transition meetings for parents.
 - Visits to new classes
 - Information sharing sessions between year 2 and year 3 teachers
 - The class teacher is always willing to meet parents/carers prior to the child moving to their class.
 - Where necessary photo books created or additional visits arranged.

Secondary transition:

- Secondary school staff visit pupils prior to them joining their new school.
 - Year 6 staff meet with secondary schools to discuss pupils individual needs.
 - The SENCO contacts/meets the SENCOs from the secondary schools to pass on information regarding SEN pupils.
 - Children attend a transition day(s) particular to the school they are going to.
 - Opportunities to work with local secondary schools are actively encouraged so that children are familiar with them (e.g. Year 5 sports/ D&T sessions, science quizzes etc)
 - For children with autistic spectrum disorder autism, Autism Outreach offer their own support and arrange visits to secondary schools prior to the children going on the general visits. Photo books and 'passports' (personal cards identifying the child's areas of need) are made and shared with the children. Additional support is arranged for particularly anxious children.

Mid-year transition from other settings :

- We arrange a tour of the school for new children with their parent/carer.
- Introduce children to their new teacher and show them where they will put their coats etc.
- Agree the start date. In certain circumstances such as the child not having attended school before special starting arrangements may be agreed.
- Contact the previous school for the child's records. Where there are concerns the SENCO will be contacted by phone.

7 Supporting Pupils at school with medical conditions:

The school recognises that pupils at school with medical conditions should be properly supported so they they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational need (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice (2014) is followed.

The schools policy for supporting children with medical conditions sets out arrangements and support in place for pupils with medical conditions and will be available for parents on the school website.

8: Monitoring and evaluation of SEND

The school monitors and evaluates the provision offered to all pupils through: monitoring and observations by the senior leadership team, pupil progress meetings, book trawls and pupil interviews. Parent views are also taken through questionnaires at parent's evenings. The school governors monitor the schools policies and evaluate the effectiveness of the school in line with the governor's visit to school policy.

The monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all pupils. It can lead to targets on the school improvement plan, action plans, staff training, performance management targets. etc

9: Training and Resources

Staff training needs are identified through: staff questionnaires/ requests, staff being made aware, by the SENCO, of training courses available, monitoring by the SLT revealing a need for training in a specific area, the SENCO ensuring staff are up to date with current practise and new thinking.

All teachers and support staff undertaking induction on taking up post and this includes a meeting with the SENCO and teacher in charge of the RBD to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The schools SENCO to attend the local authority's SENCO forum and other available training to keep up with SEND updates.

The school SENCO to work alongside the SENCO's from the partnership schools in the Wordsley Learning Network.

Staff to request and SENCO to ensure that specific resources, e.g. to meet a medical need are ordered. Other resources to be requested and SENCO to prioritise and order within the designated budget.

10: Roles and responsibilities

***The Special Educational Needs Co-ordinator:** All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.*

SEND at Ashwood Park primary School is led by the Special Educational Needs Co-ordinator and works with pupils, staff, and parents and outside agencies.

SEND Governor

A member of the Governing body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Teaching staff

All teachers are responsible and accountable for the progress of children in their class, this includes where pupils access additional support from teaching assistants or specialist staff.

Teaching Assistants (TAs)

Our TAs work mainly within class based Phonics, Guided Reading, Speech and Language, Literacy and Numeracy sessions, supporting identified children. This enables us to offer small group support to those children with higher levels of need at SEN Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. Some TAs including our Higher Level Teaching Assistants (HLTAs) work with children who are at SEN Support or above on specific IEP targets. They support in small groups and individually, and occasionally within the classroom. Regular meetings are arranged to plan for the provision for children with SEND within the school.

They support children in small groups and individually, mostly external of the classroom setting. The TAs works closely with the Inclusion Leader and the class teachers to plan for the provision for children with SEND within the school. They help to collate and record information required to make referrals to external agencies.

Our TAs provides support for children with social, emotional or behavioural difficulties. They provide a safe and secure environment for children to talk to an adult, particularly for those children who have low self-esteem, poor social skills or feel differently from their peers.

11: Storing and Managing Information

Information regarding pupils with EHCPs are kept in level arch files, in a locked filing cabinet in the relevant phase area. Information regarding pupils on SENS support is kept in a yellow folder, one for each year group, and stored in a locked filing cabinet in the relevant phase, as each year group moves up the folder of information is moved with them. Copies of reports, which are sent by computer, risk assessments, IEP's etc are also kept on the school computer network, in the staff area. These computer records are transferred after a pupil leaves. If a child transfers to another school records are copied to be shared with their new school.

12: Reviewing the Policy

The new policy has been written in accordance with the requirements of the new SEND code of practice 2014, effective from September 201. Therefore the policy will be reviewed bi-annually or more frequently if required.

13: Accessibility

The school complies with all the relevant accessibility requirements. Please see the school accessibility plan for more details, a copy is available from the school office and also on the schools' website.

14: Complaints

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups especially parents/carers.

If a parent is not satisfied with the Special Educational Needs arrangements for their child they are invited to make an appointment to discuss their concerns. Parents are informed of the service SENDIAS provide to support them.

A copy of the schools' complaints policy is available from the school office and on the school website.

15: Appendices

SEN Information report (web link to be added)
Dudley LEA local offer (<http://www.dudley.gov.uk/resident/localoffer/>)

Policies available on the school website and from the school office:

Admissions

Assessment
Behaviour
Bullying
Complaints
Medical (currently being written)

SENDIAS: (SEND information advice services, previously known as Dudley Parent Partnership) the service is led by Victoria Townsend.

- Contact Details: Address Trafalgar House, 47-49 King Street, Dudley, DY2 8PS
Telephone 01384 236677 , Fax 01384 81809