Ashwood Park Primary School

Policy for Special Educational Needs and Disabilities (SEND)

Section 1

Key people relating to this policy

Head teachers: Mr Keith Butler and Mr Rob Perkes

Senco: Mrs Caroline Francis

School Governor with SEND responsibility: Kelly Williams

Designated Teachers with Specific Safeguarding responsibility: Mr Rob Perkes, Mr Keith Butler, Mrs Kelly Williams, Mrs Helen Raine

All teaching and support staff

Overview

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (2014)
- SEND Code of Practice 0-25 (2015)
- School SEN Information Report
- Statutory guidance on supporting pupils at school with medical conditions (2015)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding policy
- Accessibility policy and plan
- Teacher Standards (2013)

In accordance with the overarching principle of the Code of Practice this policy has been co-produced with: staff, Governing body and parents.

Section 2

Aim

At Ashwood Park we use our best endeavours to provide a high quality, appropriate education for ALL pupils so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a confident transition to their next phase of education

Objectives

- To identify and put in place appropriate provision for pupils who have SEND and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND policy.
- To provide support and advice for all staff working with SEND pupils
- To work collaboratively with all professionals and outside agencies when the pupils needs cannot be met by the school alone.
- To ensure parents/carers have a clear understanding of how the school supports children and young people with Sen and their own involvement in this.
- 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.

Section 3

Identifying Special Educational Needs

Ashwood adopts the definition of special educational needs as stated in the Code of Practice (DfES, 2015)

Children have Special Educational Needs if they have a learning difficulty or disability which calls for a special educational provision to be made for them.

Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of the same age by mainstream schools or maintained nursery schools.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Children's SEN are generally thought of in the following broad areas of need and support (from the SEND Code of Practice)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical needs

These areas give an overview of the range of needs to plan for but the children may have needs that cut across all these areas, and their needs may change over time. The purpose of

identification is to work out how the school can best support a child, not to fit a child into a category. At Ashwood, we identify the needs of children by considering the needs of the whole child, not just the special educational needs of the person.

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

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child
- Being a child of Servicewoman/man

Section 4

A graduated approach to SEN support

Assess, Plan, Do Review

At Ashwood Park we have adopted the: assess, plan, do, review model outlined in the SEN Code of Practice, (2015), 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.

High quality teaching, differentiated for pupils is the first step in responding to pupils who have or may have SEN. We understand that additional intervention and support cannot compensate for a lack of good quality teaching. 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 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
- Foundation stage profile
- Dudley EYFS tracker assessment
- Key stage SATS results
- Rising star English and Maths tests
- Teacher assessments and observations
- Staff discussions with SENCO and other colleagues
- Samples of children's work
- Specific testing materials produced commercially e.g.. YARC, WellComm standardised speech assessments

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

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

- The LA's specialist advisory services for children with learning difficulties (Learning Support Team)
- Language and communication difficulties (Speech and Language Support Service)
- Behavioural, emotional and social difficulties (Sycamore team)
- Sensory impairments (PIMIS – Physical Impairment and Medical Inclusion Service)
- Autistic Spectrum (Autism Outreach)
- Educational Psychology Service
- Community Paediatrician
- Specialist Early Years service (SEYs)
- Visual impairment (VI service)
- Hearing Impairment (HI Service)
- Home and Hospital (Cherry Trees)

- 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 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.

Support Plans are used to set additional targets for those on the SEN support register.

The Support Plan 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 Support Plans and targets set must be shared with the children. It must not duplicate other targets recorded for the pupil elsewhere.

Support plans 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 Support Plans and copies must be sent home for those who do not attend meetings.

Support Plans 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 Support Plans 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 adjustments.

Referral for an Education, Health and Care Plan

The special educational needs of the majority of children at Ashwood Park are met effectively through SEN support detailed above. However, in a small number of cases, if a child has not made progress, despite relevant and purposeful action being taken, then it may be necessary to request an Education, Health and Care needs assessment by the Local Authority. This is usually requested by the school but can be requested by a parent.

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 Plan 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://dudleyci.co.uk/send-local-offer

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

01384 817373

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.

Section 6: 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.

Section 7: 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.

Section 8: 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:
  Telephone: 01384 817373
  Email: dudley.sendiass@dudley.gov.uk

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 an EHCP have Ashwood Park as a named school on their EHCP. Children within the RBD have 'Ashwood Park, as part of the 'Resource Base of the Deaf' stated on their EHCP.

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 Early Years lead teacher, Miss Reynolds and teachers Mrs Manville/Mrs Baylis, visit all children in their home setting prior to them starting nursery/school. Where concerns are raised Mr Perkes (Co Head) or Mrs 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.

Section 9: Supporting Pupils at school with medical conditions:

The school recognises that pupils at school with medical conditions should be properly supported so 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 an 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 (2015) 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.

Section 10: 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

Section 11: 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.

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.

Section 12: 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 Support Plan 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.

Section 13: Storing and Managing Information

Information regarding pupils with EHCPs are kept in lever arch files, in a locked filing cabinet in the relevant phase area. Information regarding pupils on SEN 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, Support Plans 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.

Section 14: Reviewing the Policy

The new policy has been written in accordance with the requirements of the SEND Code of Practice 2015. Therefore the policy will be reviewed bi-annually or more frequently if required.

Section 15: 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.

Section 16: 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 SENDIASS provide to support them.

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

Section 17: Appendices

SEN Information report (https://www.ashwood.dudley.sch.uk/wp-content/uploads/2020/10/SEND-information-report-2020-21.pdf)

Dudley LEA local offer (https://dudleyci.co.uk/send-local-offer)

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:
- Telephone: 01384 817373
- Email: dudley.sendiass@dudley.gov.uk