

Aughton Town Green Primary School.

Special Educational Needs and Disability Policy.

This policy complies with the statutory requirement laid out in SEND code of Practice 0 - 25 (June 2014) 3.65. The policy will be reviewed annually by the SENDCo.

Contact details

The SENDCo for the school is Mrs Nicola Earl and can be contacted via the school office on 01695 423688 or alternatively you can email senco@towngreen.lancs.sch.uk.

The SENDCo is part of the school Leadership team and has regular meetings with the Headteacher to discuss current SEND provision.

Definition of Special Educational Needs and Disability (SEND).

The Code of Practice 2014 states the following as a definition of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (xiii)

A child of compulsory school age or a young person has a learning difficulty or disability if 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 or mainstream post- 16 institutions. (xiv)*

Aims of the school

We at AUGHTON TOWN GREEN PRIMARY SCHOOL are committed to meeting the special educational needs of pupils and ensuring they make progress. We acknowledge that we exist to ensure each pupil's full personal development within the human, financial and material resources of the school. We believe in raising the aspirations of and expectations for all pupils with SEND.

In the school mission statement, the school believes that all children are entitled to a curriculum that:

"Enables them to achieve the highest levels within their capability that develops the whole child by catering for their social, emotional, physical, intellectual and moral development and encourages purpose, self-discipline, independence and community responsibility in a caring and secure environment."

At Aughton Town Green Primary School we aim to provide a secure environment where all children are given full opportunity to develop the abilities they possess.

Philosophy

- We believe that the needs of those with Special Educational Needs must be recognised and addressed.
- We recognise children with Special Educational Needs require the greatest possible access to a broad and balanced education which seeks to develop their intellectual (including the National Curriculum), social, physical and spiritual well-being.
- We believe that the depth of clearly defined literacy and numeracy skills, which are systematically developed, should balance this breadth of education.
- We believe that those with Special Educational Needs deserve appropriate resources.
- We believe that the partnership between parents, children and school plays an important part in effective assessment of the provision for a child's needs.
- We value the part of other agencies in this process.

Identifying Special Educational Needs.

The code of Practice 2014 states that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (6.15)

The code of Practice 2014 outlines four broad areas of need:

- Communication and interaction - *children with speech, language and communication needs (SCLN) have difficulty in communicating with others. (6.28)*
Children and young people with Autistic Spectrum Disorder, including Asperger's syndrome and Autism, are likely to have particular difficulties with social interaction. (6.29)
- Cognition and learning - *Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. (6.30)*
- Social, emotional and mental health difficulties - *Children may experience a wide range of social difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. (6.32)*
- Sensory and/or physical needs - *Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. (6.34)*

The following are **NOT CONSIDERED TO BE SEN** but may impact on a child's progress and attainment;

- Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - but these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

At Aughton Town Green Primary school we identify the needs of the pupils by considering the needs of the whole child which will include not just the special educational needs of the child. We identify the children's needs to establish what action the school needs to take to support that child within school.

A graduated approach to SEN support.

Identification of SEN:

Class teachers identify needs and/or Parents express a concern. These concerns may be;

- Pupil not making expected progress and is below expected levels of achievement for pupils of that age.
- Social/ emotional concerns
- Behavioural concerns
- SpLD - speech, language and communication difficulties
- Hearing concerns
- Sight concerns
- Physical concerns, referral to OT, physiotherapy.

These concerns are discussed with the SENDCo and parents.

Assessments used within school: EYFS Development Matters, EYFS profile, PIVATS, Pupil Progress measured against Lancashire KLIPs, Y6 & Y2 SATs, Y1 phonic screening check, optional tests within years 3, 4 & 5 are used to identify difficulties and progress.

Where a teacher's concern is related to sight, hearing, speech or physical difficulties, the above applies, but staff immediately inform the SENDCo and consult with the parents. The child is then referred to the school nurse or relevant outside agencies as appropriate.

Response –

The Code of Practice states that *high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.*

Step 1 is Quality first teaching and is the first stage in the SEND approach.

Children's progress is recorded biannually from Y1 – Y6 using the school tracking system and progress is monitored by the Class teacher. In EYFS progress is tracked termly using Development Matters & Early Learning Goals.

If a child is not making expected progress, we will put in class strategies in place to support those pupils. This may be differentiated, small group or individual work prepared by the class teacher.

Step 2 – Specific Interventions are implemented when the above support has been put in place but the child is still not making the expected progress after a term. Specific Intervention programmes such as IDL, Social groups or some 1:1 support can be used. It is intended that these children will “catch up” and then make expected progress. *These interventions are*

additional to and different from those provided as part of the school's usual differentiated curriculum. Progress of these children will be monitored firstly by the class teacher and also the SENDCo using school internal tracking systems.

Specific interventions for speech and language, physio, OT, hearing or visual impairment will be monitored by the Specialists who will set and review the child's targets regularly. Specialist plans and targets are shared with the child's class teacher.

Step 3 is then SEN Support:

For children whose progress is **significantly below** that of their peers and nationally expected progress or when intervention strategies have failed to close the attainment gap SEN support will be implemented.

SEN support is for those children with a specific area of need.

SEN support is for children who are then noted on our SEND register. For these children the SENDCo in consultation with the class teacher, the pupil and Parents, establishes an Individual Support Plan (ISP). This links the child's needs with an individual programme of work and individual targets. It is a structured planning document of differentiated steps and teaching requirements needed to help the child achieve identified targets. These targets are designed to be SMART - specific, measureable, achievable and realistic targets.

The Support plans and targets are reviewed termly by the SENDCo, class teacher, pupil and Parents.

There are two levels of SEN support; SEN support within school and SEN support with outside agency involvement where support and advice is sought from agencies such as speech and language, OT or physio.

Many children make progress with SEN support and may, after consultation with parents, be removed from the SEND register but their progress will continue to be monitored by the Class teacher and SENDCo.

Education Health and Care Plans (EHC)

If the child has an EHC plan agreed by the Local Education Authority (LEA).

The school writes a termly Individual Support Plan. There is an annual review meeting with all involved agencies.

A request can be made to the LEA for an EHC plan if the needs of the child meet 3 of Lancashire's 5 categories of need:

- Cognition & learning

- Social, Emotional, Well-being & Behaviour
- Sensory & Physical
- Speech, Language & Communication
- Independence & Self-help

Requests for EHC plans are made after consultations with SENDCo, Class teacher, Parents, Child and Outside agencies.

Managing pupils needs on the SEND register.

Class teachers have overall responsibility for all children with SEND in their class.

ISPs are used by the class teacher to inform differentiated planning and allow for targeted learning for those children on the SEND register to support their needs. Class Teachers monitor and review progress made by pupils. This is then discussed with SENDCo and Parents at a review meeting where previous achievements and new Individual Support Plan targets are discussed.

Teaching assistants (TA's) may support individual or groups of children but SEN children must also have access to Quality First teaching from the Class Teacher. TA's working 1:1 with a child must liaise with the class teacher, record their work with the child, monitor progress with the class teacher and be involved in writing ISP's.

Supporting Pupils and Families

Within our Parents section on the school website, the school offer is available for parents. This gives information about what we as a school offer to support Parents and children with SEND.

A SEND Information report will be available later this year which will give further information about our school provision.

Admissions

- Pupils with SEND will be admitted to Aughton Town Green Primary School in line with the school's **Admissions Policy** and **Inclusion Policy**.
- The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.
- The school brochure outlines the special educational needs philosophy.
- The school will use their induction meetings to ascertain whether a child beginning in EYFS has been identified as having special educational needs.
- Reports from pre-school nursery or playgroups.
- Information via the school medical service and/or the Child Development Centre.
- Information or comment from the child's parent.
- Information from the transferring school.
- Where a child entering school already has identified SEN needs, meetings are arranged to ensure the smoothest possible transition into the school, and the full co-operation

between involved, (support agencies, EP, parents, school staff).

Access to the full life of the School

- All pupils with or without SEND, will be involved in the full life of the school.
- Clubs: All children are invited to join any club available for their year group and activities will be differentiated appropriately.
- Plays/productions/class assemblies: All children, with or without SEND are encouraged to take part in any plays or productions offered to their year group.
- Trips: All children are offered day trips, linked to the curriculum topics, throughout their time at ATGPS. Year 5 have a residential visit to York, and Year 6 a residential visit to an outdoor activity centre in Wales. All children with SEND are invited to join these day and residential visits. It is the role of the class teacher/visit coordinator to discuss a child's SEND with the venue and make appropriate arrangements in advance of the visit. These will be included in the risk assessment. Any adaptations will be discussed with parents/carers. All medication will be closely monitored by a teacher assigned to be in charge of first aid. This will have been discussed in advance with parents/carers.
- Swimming: Year 4 have swimming sessions. All children with SEND are expected to participate. There will be discussion in advance with parents/carers relating to any difficulties that may arise and an action plan written. These will be included in risk assessments.
- Sport/school teams: All children take part in KS1 & KS2 sports day, with additional support if necessary. All children can attend sports training and games. Children are selected for school sports teams through a trial system.

Curriculum

The programmes of study for each key stage for each subject in the National Curriculum will be taught to all, or at least the great majority of pupils in that key stage, in line with the National Curriculum (2014) Document.

- Children with special educational needs have appropriately differentiated work in all curriculum areas, planned by the class teacher.
- Children with special educational needs are fully integrated into all subjects and all lessons. The content of the lesson is differentiated appropriately and relevant resources sought. See **Inclusion Policy**.
- ICT is used to enhance teaching and learning where possible and relevant.
- Withdrawal groups, KS1 for phonics and KS2 for maths, spelling, reading and writing.
- Specialist resources can be bought to enhance teaching programmes and Support Plan targets.

Parents

- Parents are encouraged to take an active role in supporting their children's learning and development. A consensus between home and school in attitudes and expectations can help to give consistency and security to a child experiencing difficulties.
- The role played by parents of pupils with special educational needs is valued. Their comments and observations are an integral part of SEN reviews and target setting.
- Foundation Stage: The children are invited to pre-school visits in the summer term prior to entry. There is an information evening for parents. Parents are encouraged to discuss and concerns with the class teacher at any stage before or after their entry.

- Transition (EYFS to Y1): Meeting for parents in June.
- 'Meet the Teacher' night at the beginning of the autumn term when class teachers outline the curriculum for the year.
- There are parents' evenings in the autumn and spring terms and an opportunity to discuss reports with class teachers at the end of the summer term.
- Parents are invited to annual statement reviews and Individual Support Plan reviews
- Parents receive a newsletter each half term. Class teachers inform parents about activities and trips throughout the school year.
- Parent support within school is welcomed and many parents come into school to help. CRB clearing is obtained for them all.
- Children are set homework, see **Homework Policy**, parents are encouraged to support them in this.

Transition arrangements

Transfer from feeder schools/ nursery

Additional induction visits are arranged where appropriate.

Transfer to secondary schools

Provision is made for the transition of pupils with special educational needs:

- At EHC reviews prior to transfer, the secondary school SENDCo is invited to attend.
- The primary and secondary SENDCo's liaise for pupils on the SEN register.
- Additional induction visits for children with SEND are arranged where appropriate.
- Regular liaison between relevant professionals to facilitate a broad and balanced curriculum when a child has a joint placement.

Transfer mid key stage

Provision is made for:

- Liaison between SENDCo's at both schools
- Discussion, including all professionals involved with the pupil
- Induction visits arranged where appropriate

Special School

The school has no SEND specialist units or inclusive facilities, but aims to accommodate all SEND children as appropriate.

If it is thought a child would benefit for Special School provision this would be addressed via the annual Education Health & Care plan review meeting.

Supporting pupils at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that 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 may also have special educational needs (SEN) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their SEN provision and the SEND Code of Practice 2014 is followed.

The school has a **medical needs policy** which is available in the Parents section of the school website.

Monitoring and evaluation of SEND.

SEND provision is monitored regularly by the SENDCo, Head teacher and SEND Governor. The governing body evaluates the success of the education, which is provided by the school to pupils with special educational needs, by regular reviews at governors meetings. These involve the SENDCo, Governors and Head teacher reporting on the number of children at each stage of the Code of Practice, monitoring and assessment procedures, parent requests for an EHC plan and general issues arising.

Governors receive an end of year summary of developments.

Training and resources.

- The governing body is keen to encourage INSET training for staff in relation to special needs. It has encouraged in-house staff development and review of special educational needs within each curriculum area. It supports course application from the SENDCo and SEN Governor, within the priorities of the school improvement plan. The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/ SENDCo.
- The SENDCo and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop her skills through attendance at specialist training and discussions with outside specialists.
- Subject co-ordinators will keep fully up to date about special educational needs issues in their subjects and relate these to the Head teacher, SENDCo and class teachers through staff meetings.
- Other teaching staff will be kept up to date by the Head teacher/SENDCo during staff meetings and INSET training.
- Non-teaching staff supporting individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attendance on relevant courses, discussion with coordinators, group TA support, and guidance/ training from SENDCo.

Roles and responsibilities.

- The Governing Body has identified a Governor to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Aughton Town Green School the SEND Governor meets regularly with the Head and SENDCo.
- The co-ordinating of day to day provision of education for pupils with Special Educational Needs and disabilities (SEND) is shared between the **Head teacher** and the **Special Educational Needs Co-ordinator** (SENDCo). The Head teacher and SENDCo will identify areas for development in SEND.

Accessibility.

- To ensure access for pupils or parents with disabilities, see **Accessibility Plan** and the **Disability Equality Scheme**.
- The school has a desire to be readily accessible for disabled children and adults, but recognises its limitations in space and accessibility. The school is continually updating provision for children with physical difficulties.
- All classrooms have external doors, four have access ramps.
- Class teachers would change rooms as appropriate, so that a child need not be upstairs.
- The playground is on one level, the entrance gate is wide.
- There is a handrail by the steps onto the field.
- Toilets are easily accessible, there is a purpose built disabled toilet/shower room.

Dealing with complaints.

- Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will meet to agree an appropriate action to support the child and the resources available. This will then be given in writing to the parent/carer.
- If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head teacher. If the Head teacher is unable to resolve the difficulty the parents concerns should be put in writing to the Governing body. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.
- Parents always have the right to request a formal assessment of their children's needs but this cannot necessarily be guaranteed due to criteria set by outside agencies.
- The school will inform parents about Parent Partnership and how to make representations to the LEA. If parents are not satisfied with the LEA's decisions about formal assessment, they have the right to appeal to a Special Needs tribunal.