

Walsden St Peter's CE (VC) Primary School
Special Educational Needs & Disabilities Policy

Headteacher: Emma Crowther & Esther Logue
Chair of Governors: Liz Suthers
SEND Governor : Leanne Marrow
Special Educational Needs Co-ordinator: Rachel Gray
Designated Teacher for Children Looked After: Emma Crowther
Designated Safeguarding Lead: Emma Crowther

Rationale

At Walsden St Peter's, we believe that each child has a right to reach their full potential and fulfil their hopes and aspirations and that every child can make a positive contribution. We will work together with children and their families to ensure the best possible progress for all our pupils. In keeping with the Christian ethos of the school, this policy will ensure that the school meets the needs of all learners and that no learners are discriminated against.

Legislative Compliance

This policy complies with the guidance given in Special Educational Needs Code Of Practice 0 – 25 (2015). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- Safeguarding policy
- Accessibility plan
- The National Curriculum in England Key Stage 1 and 2 framework Document Sept 2014
- Children and Families Act 2014

This policy is also available in large print and spoken formats on request. If you would prefer to talk to someone about this policy then please contact the school office.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Principles of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- a) the views, wishes and feelings of the child or young person, and the child's parents
- b) the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- c) the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Walsden St Peter's shares the principles that are set out in the code of practice.

Children must 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.

More details about the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Offer

The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Calderdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Calderdale's Local Offer is available at:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer-children-special-needs-and-disabilities>

Introduction

This policy sets out our approach to supporting children with special educational needs (SEN). Additional detailed information about our current provision for children with SEN is available in our SEN information report which is available here:

http://www.walsden.calderdale.sch.uk/_downloads/19_4_Our+local+offer.pdf

Objectives

1. To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced, inclusive and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress within their capabilities.
3. To recognise and record pupils' strengths and successes to encourage a positive self-image.
4. To ensure that staff accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.

Strategies

1. Regular monitoring, evaluation and review carried out by class teachers, the SENDCo and the Senior Leadership Team will ensure that our aims for learners' individual and special needs are met to the highest standard.
2. The identification and referral of learners considered as having SEND will be the responsibility of every member of staff. All staff must know the identity of the SEND coordinator (Mrs Gray) and understand the referral process.

3. The SEND coordinator will be responsible for managing the process of the identification and assessment of the specific educational needs, and recognised procedures will be followed when it is necessary to involve outside agencies.
4. The assessment of SEND will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and carers. Learners will be fully and actively involved at each stage. Individual Provision Maps (IPMs) or, in the case of children with an Education Health & Care Plan, an Individual Development & Learning Plan (IDLPs) will be developed and shared with parents/carers and the child. Parents/carers must sign the Individual provision maps and if a signature cannot be obtained, for whatever reason, this is recorded on the IPM (or IDLP).
5. Professional development opportunities will be provided for staff to raise awareness and provide practical examples of suitable curricular materials and approaches.
6. A flexible approach will be used involving a variety of forms of Intervention such as monitoring, in-class support, short-term strategic, individual withdrawal and participation on specific learning programmes.
7. The positive achievements of learners will be recognised and celebrated in line with the school's policy on assessment, recording and reporting.
8. Children with a statement of SEND will continue to have access to the whole curriculum unless a specific exemption has been made and agreed with parents/carers.
9. The access of children with SEND to enrichment activities e.g. after school clubs and pupil voice opportunities e.g. school ambassadors, is monitored and adapted when necessary to ensure parity of access for all children.
10. The SEND coordinator will be supported with time and training to fulfil the role effectively.

A school environment will be created where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as the school council, residential visits, school drama and music productions, sports teams and the buddy system.

Staff awareness and expertise of SEND issues will be maintained through ongoing training. All staff are regularly trained in safeguarding procedures and are aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

Roles and Responsibilities

In conjunction with the headteachers, the **governing body**:

- will determine the school's general policy and approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- will appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

The headteachers

- have responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs
- working with school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.
- Will ensure that the SENDCo is supported with adequate time and training to fulfil the role effectively
- Support the SENDCo in liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.

- ensures that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- Supports annual reviews for children with statements/EHC plans and regular reviews for children receiving SEN support.
- raises staff awareness and expertise of SEN and disability issues through inservice training and CPD opportunities.
- Ensure the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

SEND coordinator:

- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher (Emma Crowther) where a Child looked After has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensures that appropriate IDLPs an Individaul Development & Learning Plan (IDLPs) IPMs (Individual Provision Maps) and Education Health Care Plans are in place.
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- ensuring that the school keeps the records of all pupils with SEN up to date

Members of the teaching and non-teaching staff will

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum and assessing progress.
- take specific action to provide access to learning for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:
 - [a] providing for pupils who need help with communication, language and literacy
 - [b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - [c] planning for pupils' full participation in learning and in physical and practical activities
 - [d] helping pupils to manage their behaviour to take part in learning effectively and safely
 - [e] helping individuals to manage their emotions to take part in learning
 - [f] providing support for pupils to help with transition from one class teacher to the next
- be responsible for the regular recording of information about any children in their care who are identified as having SEND. This should be done on a daily basis, if necessary. Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded. This information should be regularly updated by staff and will be shared with the SENDCo on a regular basis.
- ensure that there are adequate transition arrangements for children between staff and classes.

Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Identification of Special Educational Needs

At Walsden St Peter's we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process.

We recognise that children have a special educational need if they:

- begin Walsden St Peter's with an Educational Health Care Plan
- are in the process of being assessed with regard to an Education Health Care Plan when they begin Walsden St Peter's.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing emotional difficulties that impact on their learning or behaviour within the school environment.
- are experiencing social difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify children who may have special educational needs, Walsden St Peter's will measure progress by referring to

- the child's performance monitored by the teacher as part of ongoing observation and assessment.
- the outcomes from a variety of assessments appropriate to the child's needs.
- the child's performance against the requirements of the National Curriculum for their year group.
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools

At Walsden St Peter's we will also be open and responsive to expressions of concern by parents and take account of any information that parents provide about their child.

A graduated approach

In order to help all children who have special educational needs, Walsden St Peter's will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEND Code of Practice on the identification and assessment of pupils with special educational needs.

The following principles shall be regarded:

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken, their impact and outcomes.

If, despite the above general provision, a teacher has concerns about a child's progress then that teacher shall seek support from the SEND coordinator (SENDCo). The SENDCo records and dates that concern and makes arrangements for the teacher to monitor the child's progress. Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. There will also be informal discussion with the parent/carers at this point so that parents are aware their child is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEND Support.

SEND support

If it is determined that a child does have SEND, parents will be formally advised of this and the child will be recorded on the SEND register as needing SEND support. The class teacher will provide interventions that are additional to and different from, those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEND support could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the school's resources, within the context of an Individual Provision Map(IPM).

The IPM will be drawn up through consultation with the child, their parents and teacher(s) and will contain:

- The areas targeted for additional support
- The additional support/ intervention strategy to be employed
- The views of parents
- Impact of the strategies employed and progress made

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a regular basis. A child's IPM will be reviewed termly by the staff within the class team with the support from the SENDCo. The impact of the support received will be evaluated and revisions if necessary.

A parent's/carer's signature must be added to the IPM: the class teacher has responsibility for completion of the IPM and getting parental signatures.

All those working with the child 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.

External support services

If deemed appropriate to the child's needs and with prior consent from parents, we may request input from external support services such as Educational Psychology or health professionals such as Speech and Language Therapy, CAMHS, Occupational Therapy etc.

The triggers for this could be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below those expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External support services will usually see the child in school if that is appropriate and practicable, so that they can advise teachers about school provision, support plans, appropriate outcomes and accompanying strategies. Support from outside services is coordinated by the Headteacher and SENDCo, either through a single agency referral or an Early Help Pathway referral. Parents and pupils (where appropriate) are actively involved in this referral process.

Referral for an Education, Health and Care (EHC) Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment 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, planning provision and identifying resources, is required. The decision to make a referral for an EHC Plan will be taken with parents.

The application for an EHC Plan will combine information from a variety of sources appropriate to the child's needs including some or all of the following:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services
- SENDIASS

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. The application will be submitted to the Local Education Authority for assessment and consideration. A decision will be made by a group convened by the LA, from education, health and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

- a. Following an EHC needs assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by the Local Authority, school 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.

Further information about EHC Plans can be found via Calderdale's Local Offer

Managing pupils' needs on the SEND register

Once a child has been recorded on the SEND register, formal records are kept in individual files in the Headteachers' office. Records are accessible to all teachers and professionals in consultation with the Headteachers and SENDCo.

Current IPMs and IDLPs are kept with teachers' planning. Class teachers of children with an EHC Plan have an up-to-date copy of the Plan in their files.

The SENDCo will be responsible for maintaining the SEND register. This will be kept on the school server and includes those children at SEND support and those who have an EHC Plan. The register will be shared with class teachers regularly. However, children can be added to or taken off the register any time during the year, in consultation with the SENDCo and with parents.

Safeguarding

At Walsden St Peter's we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is suspected we will follow the guidelines laid out in our safeguarding policy.

Working in partnership with parents

At Walsden St Peter's we believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEND to Calderdale SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service: SENDIASS (formerly Parent Partnership Service) when independent advice, guidance and support is required or parents can access this service themselves via <http://www.calderdale.gov.uk/education/parents/send-offer/send-service.html>

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are always invited to attend meetings with external agencies regarding their child's SEND support and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor may be contacted at any time in relation to SEND matters.

8. Involving children

At Walsden St Peter's we are committed to listening to the child's voice and involving children with SEND in decisions about their learning. Pupil Passports are drawn up annually by pupils, their parents and school staff to ensure the child's voice is present when drawing up supportive provision. Child-centred planning and thinking will be used to:

- ensure that the views, wishes and feelings of children are at the forefront of all decisions.
- provide children with the information and support necessary to participate in decision making.
- ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

9. Complaints procedure

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENDCo/Headteacher. Further information about how to make a complaint is available from the school office or on the school website: www.walsden.calderdale.sch.uk

10. Monitoring and evaluation

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils. This is done in the form of regular discussions and meetings.

Pupil progress will be monitored on a termly basis during Pupil Progress meetings between class teachers and the headteachers.

SEND provision and interventions are monitored and evaluated regularly by the SENDCo. This helps to identify whether provision is effective.

This policy will be monitored regularly and updated as new legislation needs to be incorporated. Staff will receive regular opportunities to discuss and evaluate the management of the procedures and protocols within the school.

11. Data Protection

We are required to make data on the levels and types of SEND within the school available to the Local Authority through the School Census.

IDLPs and EHC plans will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child.

See our Data Protection Policy for more information.

Policy Monitoring and Review

This policy was adopted by the governing body of Walsden St Peter's on 20th April 2015.

It will be reviewed every two years.

Additional information may also be contained in the following related documents:

Anti-Bullying Policy

Equal Opportunities Policy

Child Protection Policy

Accessibility Plan

Intimate Personal Care Policy

Supporting Children with Medical conditions in School Policy

Medical Needs Policy

Reviewed on Feb 2019, Feb 2021

