



Crow Orchard SPECIAL EDUCATIONAL NEEDS POLICY

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Section 1

Introduction

This policy is linked to the following school Policies:

- Inclusion
- Behaviour
- Attendance
- Safeguarding
- Anti-Bullying
- Able and Talented
- Medical
- Health and Safety

In order to operate this policy effectively, these additional school policies should be referred to. Our SEN policy reflects the SEND Code of Practice, 0-25 guidance, 2014.

At Crow Orchard Primary School all children are valued and their rights to a broad and balanced education are recognised. We regard working to meet the needs of children with Special Educational Needs (SEN) as a whole school responsibility, involving all teachers and classroom support staff.

A child is considered to have special educational needs if he/she has a learning difficulty for which special educational provision needs to be made. S/he will have greater difficulty in learning than the majority of children of the same age, or a disability which either prevents or hinders him/her from making use of the educational facilities provided at Crow Orchard School.

Many children encounter difficulties with learning during their school career. Difficulties may be slight and of short duration, or more severe and prolonged, with the cause for concern being of an academic, medical, physical, social, behavioural or emotional nature. Exceptionally able children may also require special educational provision .

Special educational needs are unique to each child and therefore are assessed on an individual basis. However, whole class tests and on-going assessment results compared to age appropriate expectations play a part in highlighting where a pupil is falling significantly behind his/her peers. Teacher observation and parental concern also serve as triggers for individual assessment.

All our pupils have the right to an education that is appropriate to their needs. This is provided by quality first teaching within the classroom, which is inclusive for all pupils. A positive atmosphere of encouragement, acceptance, respect and sensitivity to the needs of the individual is enabled by the teacher's class management skills. Pupils with SEN are assisted to access the National Curriculum by means of differentiated work, a range of teaching styles, information technology and appropriate groupings.

Our school philosophy incorporates the view that early identification and assessment of any child perceived as having special educational needs is vital in order that they may receive the necessary support and guidance required for their development. This policy applies to children at all stages of education provided at this school, including the Foundation Stage, Key Stages One and Two. Provision is made in partnership and with the support of parents and carers.

Section 2

Aims

- To provide a system for the early identification and continuing development of children with SEN.
- To raise the aspirations of and expectations for all pupils with SEN.
- To provide a focus on outcomes for our children with SEN and not just hours of provision and support.
- To provide all staff with the knowledge, understanding and confidence to enable children with SEN to achieve their full potential.
- To provide quality first teaching

Objectives

- To identify and provide for pupils who have special educational needs and additional needs, assisting them in overcoming their unique barriers to learning.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN inclusion policy.
- To provide support and advice for all staff working with pupils who have SEN.
- Help every child with SEN find their place in the life of the school and foster a positive self-image.
- Give children with SEN access to the National Curriculum at an individually appropriate and challenging level.
- Work with parents, carers and relevant outside agencies to fully meet the needs of children with SEN.

Section 3

Identification and Assessment

At Crow Orchard School we will identify the needs of pupils by considering the needs of the whole child which will include other factors beyond their special educational needs.

Early Identification

Early identification of SEN is essential. We recognise that if a child has an identified SEN then early action is most effective. Children in the Foundation stage will be screened using Baseline test and the Wellcomm Toolkit and all children who do not meet the age related expectations will receive intervention to help raise their attainment.

Crow Orchard Pathway to Inclusion

The first response to low/poor progress in a child is high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the teacher should inform the SENCO, discussing difficulties and appropriate steps to be taken.

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, different from or additional to that normally available to pupils of the same age' (2014 SEN Code of Practice)

Pupils identified with SEN will have an Individual Learning Plan (ILP), which identifies the difficulties being experienced, appropriate targets, strategies being used to meet the needs of the child and the outcome upon review once a term. The ILPs are shared with parents

If the child does not have SEN but is struggling SENCO will give the teacher advice and strategies for use in the classroom.

All parents should be informed that their child has SEN.

Four Broad Categories of Need

- Communication and interaction (Including Speech, language and communication difficulties and Autistic Spectrum Disorder).
- Cognition and learning (MLD,SLD,SpLD and PMLD).
- Social, emotional and mental health difficulties
- Sensory and or physical needs

Other factors which may impact on progress and attainment that are NOT SEN may include;

- 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

Section 4

A Graduated Approach to SEN Support

‘All teachers are teachers of SEN children’ (Code of practice, 2014)

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Crow Orchard school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Pupil progress meetings take place with the Head teacher and each teacher produces a termly class report.

The teacher and the SENCO should be involved in deciding whether to make special educational provision for a child. All of the information gathered from within the school regarding the pupil’s progress, alongside national data and expectations of progress will be considered.

For higher levels of need, SENCO will make arrangements to draw on more specialised assessments from external agencies and professionals.

Where it is determined that a pupil does have SEN parents will be formally advised of this and the child will be added to the school SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place to remove barriers to learning.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This ongoing cycle enables the revision and refinement of provision as understanding increases regarding the needs of the pupil. This cycle also enables the identification of the most effective interventions for the individual child enabling the achievement of good progress and outcomes.

Assess

Assessment involves the clear analysis of the pupils needs using class teacher’s assessments and experience of working with the pupil, previous progress and attainment, comparisons with peers and national data and the views and experiences of the parents. The pupil’s views and, where appropriate, advice from external support agencies, are also considered. Analysis is reviewed regularly in order to ensure that support and intervention are closely matched to need and that barriers to learning are clearly identified and being overcome.

Plan

Planning will involve the SENCO, teacher and parents as appropriate, to agree the support and interventions required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. ILPs are put in place for children on SEN support and children and parents are informed and targets shared. Parents are invited to a meeting with the teacher termly to discuss the progress of their child or if there are significant changes to meet earlier. At Crow Orchard we have an open door policy whereby parents are welcome to make an appointment with the class teacher to discuss their child.

Do

The class teacher remains responsible for working with the child on a day- to-day basis, even where interventions may involve group work or one to one teaching away from the class teacher. The class teacher and support staff work closely to assess the impact of the interventions and links with classroom teaching. Support with further assessment of the child's strength and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENCO.

Review

Regular progress reviews evaluating the impact of the interventions and support on the child's progress will be carried out, taking into account the views of the pupil and parents as necessary. The SENCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

Section 5

Managing the Needs of Pupils on the SEN Register.

- Children who are on SEN support will be on the School SEN register.
- They will be given an ILP which will be devised in conjunction with pupil, parents, teacher, SENCO and with advice from other professionals involved as appropriate.
- Other children with concerns about their progress will be closely monitored by the class teacher, with strategies being discussed with SENCO and parents as appropriate.
- ILPs will be reviewed on a termly basis by the teacher, SENCO, pupils and parents.
- ILPs will be discussed and monitored in pupil progress meetings.
- Provision provided is dependent on the individual child's needs.
- The school has a provision map detailing the provision for the children on SEN support. This is arranged in conjunction with the Head teacher and Class teachers as appropriate.
- The SENCO and teacher are responsible for ensuring the ILPs are kept up to date.
- If a child still remains a concern and is not making expected progress, outside agencies and specialist teachers may need to become involved.
- Statutory assessment (referral for an Education and Health Care Plan) and the involvement of the School Educational Psychologist may need to be considered. At this stage the **Common Assessment Framework** form (CAF) will be the main tool for gathering information about the child.

The CAF is completed with parents/carers by the school SENCO, other members of school staff and/or any outside agency involved and will include information on:

- Early development and medical history.
- Relevant family background.
- Attainment in Literacy and Numeracy.

- Chronology of action already undertaken to help the child.
- Summative and confidential reports detailing intervention and previous provision including from outside agencies.
- Parent/carer views and those of the child.

School is able to call on the services of the:

- Educational Psychology Service,
- IDSS (Inclusion Disability Support Service),
- Nurse and Doctor,
- Speech and Language Therapy Service,
- Education Welfare Service,
- Pupil Referral Service,
- Child and Adolescent Mental Health Services (CAMHS),
- Play therapy sessions,
- Domestic violence counselling,
- Behaviour therapy,
- Counselling ,
- Multi-sensory sessions
- Social Services.

The School Nurse and Doctor also give access to outreach services for the Visually and Hearing Impaired and to the Physiotherapy and Occupational Therapy services.

Once the CAF has been completed, regular Team Around the Family (TAF) meetings should be held to which parents, teachers and all agencies working with the child are invited. A record of the meeting will be completed on the TAF form. Copies of CAF and TAF forms will be sent to all involved with the child and to the CAF database.

Referral for Education, Health and Care Plan (EHC)

A child who has lifelong or significant difficulties may undergo a statutory assessment process which is usually requested by the school but can be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi- agency approach to assessment of need, planning provision and identification of resources is required.

The application for an EHC will combine information from a variety of sources:

- Parents
- Teachers
- SENCO
- Social care
- Health professionals
- Educational psychologist

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care regarding a child's eligibility for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC's can be found via the SEND local offer on the school website or follow this link.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

Criteria for exiting the SEN register.

Where specific planned provision has been successful and significant progress has been made by a child they should then be removed from the SEN register and progress monitored in class to ensure it continues. This will be discussed with parents/carers.

Section 6

Supporting Pupils and Families

For further information on EHC plans and special needs please follow this link to the **Lancashire Local Offer**.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

For information on Crow Orchard School SEN Information Report please see our school website under 'Documentaton'

www.croworchard.lancs.sch.uk

SENDIASS – (Previously known as Parent Partnership)

Leaflets are displayed on school notice board

Information Line

Monday to Friday 8am to 5pm

Tel: 0300 123 6706

Email: information.lineteam@lancashire.gov.uk

Admissions

Pupils with SEN will be admitted to Crow Orchard School in line with the school's admissions' policy. The school will use induction meetings with parents to ascertain if a child has been identified as having SEN. If the school is aware that a child has difficulty in learning they will work closely with pre-school provision, making their best endeavours to gather relevant information and plan an appropriately differentiated curriculum.

Tests/Exams

Children with SEND may qualify for support during tests and exams in line with the Access Arrangements (previously called Special Arrangements) and Special Considerations (in the event of "adverse circumstances beyond their control").

Transition

Crow Orchard School has good links with local secondary schools and Key stage 2/3 transition packages are organised on an individual needs basis.

Section 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Crow Orchard School recognises that pupils with medical conditions should be properly supported to ensure full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is so, the school will comply with the Equality Act 2010. Some may also have (SEN) and/or an Education, Health and Care (EHC) plan which brings together health and social care needs, hence the SEND Code of Practice (2014) is followed.

Children with a medical condition will be placed on a school medical register. Some circumstances will necessitate the provision of a care plan, which is written by the school nurse, parents and SENCO. These care plans are accessible on a needs basis whilst preserving confidentiality. Staff are aware of children with medical needs, follow advice from the care plan and receive training and advice from relevant care specialists. Parents will complete a medical form if the administration of medicine is required during school hours. Parents will be asked to provide the school with up to date information about their child's medical needs and ensure that they or another nominated adult are contactable at all times. Medication will be kept in the locked medical cabinet outside the head teacher's office or in a locked container in the fridge in the staffroom. School works closely with the school nurse and doctor and the SENCO meets with the school doctor to discuss with the parents' permission any issues concerning children's medical conditions.

Please see 'Supporting Pupils with Medical conditions' policy in the school office and mental health guidance

Section 8

Monitoring and Evaluation of SEND

In order to make consistent, continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, and pupils throughout the year .

Crow Orchard school evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils in line with the SEN code of Practice.

To ensure quality of our SEN provision the school will conduct regular audits, this involves: lesson observation, book scrutiny, data analysis of intervention programmes in consultation with SLT, pupil progress meetings, seeking of parent/pupil views, monitoring staff CPD, and termly SENCO network meetings.

SEN provision is recorded and monitored on a provision map, which is updated termly by the SENCO. Interventions are monitored and evaluated termly by SENCO, information being fed back to parents, staff and governors. Children are assessed either termly or at the end of a programme of intervention, which helps evaluate intervention effectiveness. Parents are invited to meet with the Class teacher/ SENCO regarding their child's progress.

Section 9

Training and Resources.

SEND provisions are funded through higher needs block funding and pupil premium funding.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development, needs for which are identified through staff performance management/appraisals.

All teachers and support staff undertake induction on taking up a post, which includes a meeting with the SENCO 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 school's SENCO regularly attends the SHARES SENCO Forum (network meetings) and the Lancashire Primary Cluster groups in order to keep up to date with local and national updates in SEND.

Section 10

Roles and Responsibilities

SENCO

The SENCO at Crow Orchard School is Fiona Baldwin.

The role of the SENCO is to:

- Oversee the operation of the SEN Policy and co-ordination of provision for children with SEN;
- Liaise with and advise teachers and learning support assistants;
- Maintain the school's special needs register and oversee individual children's needs;
- Liaise with external agencies including the LEA's support and educational psychology services, health and social services;
- Seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;
- In conjunction with class teachers to develop, evaluate and review ILPs for children having SEN support.
- Be responsible for provision and organisation of resources, ensuring awareness of their location and their appropriate use;
- Build confidence and understanding through keeping staff informed about changes to the SEN Code of Practice, to arrangements and to provision.

The roles of the Head Teacher and Governing Body

The Governing Body has identified a governor Mrs Cookson to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body CoP Section 1:16 – 22, 1:39.)

The Head teacher and SENCO will identify areas for development in SEN and this will be included in the school's development plan - This includes the undertaking of the SENCO award by F.Baldwin starting February 2020

Reports on SEN provision are presented to the Governing Body yearly.

The Governing Body produces a termly report on the school's provision for SEN, which provides information on:

- access arrangements;
- the identification and assessment of pupils perceived as having SEN;
- teaching and staffing related to meeting the needs of such pupils;
- how the school works in partnership with agencies outside school.

The Role of Teaching Staff and Assistants

- All teaching staff and assistants are responsible for differentiating the curriculum for pupils with SEN and monitoring their day to day progress in order to plan for their needs.
- The SENCO and SLT will review and monitor progress made by children with SEN through tracking results of summative assessments. (see Assessment Policy)
- The SENCO and curriculum co-ordinators, will review and monitor the effectiveness of resources and other curriculum material.
- All staff will work closely with the SENCO to keep her fully informed of pupil needs.

Designated Teacher with specific Safeguarding responsibility and responsible for managing

PPG/LAC funding

Ann Hedges DSL LAC

Denise Heath Deputy DSL

Peter Spence PPG

Section 11

Storing and managing Information

Information collected about a pupils with SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, head teacher or SENCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is kept in the pupil's SEND file. This is kept in a locked filing cabinet and on a password protected computer.

Section 12

Reviewing the Policy

The SEN policy will be reviewed annually.

Section 13

Accessibility

Access for Disabled

To ensure access for pupils or parents with disabilities the school has disabled access as described in the school's Accessibility Plan. Please also see Local offer on the school website for SEN information.

Section 14

Complaints

Parental/carer concerns regarding special provision for their child should in the first instance be discussed with the class teacher. If concerns continue the SENCO and class teacher will arrange a further meeting with 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 is unable to resolved the difficulty the parents' concerns should be put in writing to the SEN Governor, Mrs Cookson. The Chair of Governors Mrs O'Connor will be involved after other avenues to resolve the situation have been exhausted.

Section 15

Bullying

Please see school anti bullying policy in the school office. This will be applied fully to children with SEN.

Section 16

SEN Information can be found using the following link

www.croworchard.lancs.sch.uk

Date policy written March 2020
Adopted by Governors
Review date September 2020

by Chair of Governors