

ALTRINCHAM C. E. AIDED PRIMARY SCHOOL.

SPECIAL EDUCATIONAL NEEDS POLICY DOCUMENT

MISSION STATEMENT

To work in partnership with parents and the churches, to nurture children in the Christian faith and to provide them with the best possible educational opportunities.

AIMS FOR THE CHILD WITH SPECIAL NEEDS:

1. To promote the self-respect and worth of the individual child.
2. To provide appropriate learning activities and access to the curriculum.
3. To secure appropriate resources.
4. To set meaningful targets for the child and provide positive and encouraging feedback.

Objectives:

1. To provide the best possible learning opportunities for children identified as having special educational needs where the resources and environment of the school permit.
2. To work in partnership with parents from the earliest possible stage.
3. To comply with current legislation, LA. and Diocesan guidelines.
4. To employ a teacher with responsibility for coordinating the school's policy. (To be referred to throughout this document as the S.E.N.C.O.)
5. To monitor and evaluate the school's policy.
6. To integrate children with special educational needs into the normal classroom situation.
7. To enable staff to be supported in planning learning opportunities for the children.
8. To implement the new Special Educational Needs Code of Practice 2014

Definition:

The term Special Educational Needs (S.E.N.) Policy will be used to describe the school's system of providing for the needs of children who are considered to be causing concern to teaching staff, parents, health authority or social services.

As outlined in the Code of Practice, a register will be kept of all children who are involved in such provision at any one time.

Vision

To support better life outcomes for young people from birth to adulthood:

- Identify and meet pupil needs early by ensuring that health services and early education and childcare are accessible
- work in partnership with parents to give each child support to fulfil their potential
- to work with parents in providing a package that meets their needs.

A single early years setting and school based category of SEN ensures that every pupil fulfils his or her potential. **The Education, Health and Care Plan** (replacing SEN assessment and statement) is a single assessment process. The school will work alongside professionals and services to agree a straightforward plan that reflects the parent's ambitions for the child. The Plan will be reviewed regularly to reflect their changing needs, and is clear who is responsible for provision.

Parents are to feel confident through consultation and some control over the support received. Parents are given easy to understand information as to what is available in school to support the pupil's needs.

Parents of pupil's receiving **Care Plan Support Funding** receive an annual breakdown of how the agreed support is delivered.

The school monitors and tracks the performance of all pupils. Early Identification and support underlines the schools commitment to the value of intervening as soon as possible, without delays and complicated approaches.

Parents work closely with the school and services:

Parents feel confident in that the school and supporting services communicates a clear offer. Transparent information is provided by the school and consultation with parents about allocated funding and agreed support in place to meet pupil needs.

Teachers are confident to: identify and overcome barriers to learning, manage challenging behaviour, address bullying and intervene when problems arise.

Additional flexibility to support the needs of pupils is offered through the pupil premium.

Teachers identify effectively child needs and plan to support pupil progress reflecting the specific needs of pupils with SEN and those who are struggling with learning and need a school based catch up support.

Single school based SEN category

A single school based SEN category replaces School Action and School Action plus for children whose needs exceed what is normally available in schools. (2014)

Children will be placed on the school's register if:

- they are experiencing persistent learning difficulties;
- their behaviour is affecting their performance;
- they have a statement of special education needs under the provision of the 1980 Educ. Act;
- they have a physical disability;
- their parents have made such a request;
- a teacher has made such a request and the parents have been informed;
- they are experiencing temporary/ long term significant unsettling circumstances.
- identified as an able pupil

The school's policy of providing differentiation in the National Curriculum should meet the needs of children who display exceptionally academic abilities.

NAMED PERSON.

S.E.N.C.O Mrs A Firth (Sep 2014)

Sources of Identification of Pupil with S.E.N.

1. Medical information
2. Teachers' monitoring, discussion and liaison
3. Parents' knowledge or concern
4. General record keeping
5. Nursery Profile
6. Reception Profile
7. Test scores
8. N.C. assessment, SATs.
9. Statements of S.E.N.
10. Language and Learning Support Service teacher advice
11. Information from transfer schools

For those children who appear, at any stage, to be experiencing difficulty or who are causing concern, discussion will be instigated by the class teacher with the head teacher, S.E.N.C.O. teacher, and parents.

S.E.N. STAGE MODEL

EARLY YEARS ACTION

- The class teacher identifies a child with special educational needs and observations / Trafford Signposts.
- The teacher then attempts to meet those needs through differentiated classroom teaching and learning.
- Progress is to be monitored individually and dated records kept. At this stage parents should be informed of the school's concerns.
- If after a minimum of one term the situation has not been remedied, an I.E.P put in place.
- The class teacher consults the school's S.E.N.C.O. for advice.
- The pupil's name is entered on the school's register; an Action File is compiled including details of the child's needs, specific differentiated activities, the programme of work undertaken, and a review date. -I.E.P.
- Parents are informed that the child's name has been placed on the school's register using the Special Needs Form included in this policy or when the child's name is removed from the register.
- If no appropriate progress is evident pupils should move on to Early Years Action. (School SEN Support Staff)

EARLY YEARS ACTION PLUS

S.E.N.C.O. initiates the involvement of the School based SEN staff.
The level of support available for the child will be dependent on the evidence from the Action File, and the results of an Assessment of Need by an SEN staff member satisfying the criteria outlined by the L.E.A.

N.B. Early Years Action all requests should go through the SENCO.

FORMAL ASSESSMENT

All the services working together with the parents agree an **Education, Health and Care Plan**.
The SEN Code 2014 Arrangements: page 9 of the School SEN Policy

ROLES AND RESPONSIBILITIES.

S.E.N.C.O.

- To support class teachers in the special programmes or plans for individual children.
- To maintain the school's Special Needs Register.
- To ensure that appropriate records are kept by class teachers for individual children in line with this policy.
- To ensure that parents are kept informed by the class teachers of the child's progress.
- To arrange for any testing using standardised tests or tests and assessment outside of the normal arrangements made by the school for pupils.
- To liaise with the SEN teacher in determining individual programmes, monitoring the school's provision, providing evidence for L.E.A. audits and compiling evidence for Stage Four of this model.
- To liaise with the Educational Psychologist and other agencies at the appropriate stages.
- To chair the termly staff meeting assigned to special educational needs.
- To attend I.N.S.E.T. training to keep informed about special educational need issues.
- To instigate appropriate school based I.N.S.E.T for the teaching staff.
- To ensure that appropriate information and evidence are provided for Stages Four and Five or any subsequent review.
- To provide information on special needs provision to the head teacher for inclusion in the head teacher's termly report to governors, and to the governors' nominated special needs representative.
- To review this policy as part of the school's development plan.
- To monitor the compliance of the school's policy with existing legislation.
- To work with the class teachers to determine it, or when, the child's name is removed from the register and to inform the parents of this decision.

Head teacher.

1. To support the S.E.N.C.O. and class teachers in their attempts to meet the individual requirements of children with special educational needs.
2. To provide opportunities for the S.E.N.C.O. to carry out the duties outlined above.
3. To provide information to governors on a regular basis.
4. To meet with parents, and where appropriate to keep them informed and involved in the process, especially when the school is considering that a child transfers Early Years Action Plus.
5. To provide appropriate funds for special needs provision within the context of the school's Development plan and delegated budget.
6. To report to governors when requests have been made for an assessment of a Statement of .

Governors.

1. To ensure that a member of the teaching staff is responsible for special educational needs.
2. To nominate a governor representative to oversee special needs provision.
3. To monitor special educational needs provision in the school through the curriculum subcommittee,
by considering and reviewing the school's policy, and by receiving regular reports on the matter from the Head teacher and S.E.N.C.O.
4. To report on special educational needs provision in the Governor's Annual Report to Parents.
5. To ensure that appropriate financial support is given for special needs provision within the context of the school's development plan and delegated budget.
6. To ensure that clear guidance is included in the school's admission policy concerning pupils with
special educational needs.
7. To consider adaptations for access and hygiene to the physical environment of the school to
accommodate people with physical handicap or medical problems.

PARTNERSHIP WITH PARENTS

Co-operation with parents should be encouraged and the school will strive to work together with them in determining the best possible learning activities for the child and involve them in the process.

Parents should be invited to take some active part in determining the action plan. The school will make it clear how they can support the programme by activities at home or by coming into school to provide assistance. They will be informed in writing when the child's name is placed on the register and when it is removed. They will have access to the child's action plan and will be provided with the school SEN Staff or other support agencies reports, when the child is receiving help from them.

Parents will have the usual opportunities to discuss the child's progress at the two parents' evenings held in the year and will be provided with the customary pupil's end of year Record of Achievement. Other specific information will be communicated to parents through appointments specifically designated for this purpose. Steps should be taken to maintain confidentiality and sensitivity to parents' concerns when discussing the child's difficulties.

The head teacher will invite parents to a meeting when the school is considering moving a child to Early Years Action.

If it is decided that a formal request of referral for an Educational Health Care Plan can be made, then parents may seek the help and support of Trafford's Special Needs Information Officer (named above). If a child has a Statement of Educational Need then the parent will be invited to attend the annual review.

Parents will have access to this policy on request.

COMPLAINTS

Parents should address complaints concerning the special needs provision for their child to the head teacher in the first instance. Where dissatisfaction remains, issues can be presented to the governing body. Such complaints will be dealt with as soon as possible and where appropriate a written reply will be provided. If it is necessary for the whole governing body to be involved then a written reply will be provided within one week of the scheduled termly meeting of the governing body. The dates of these can be provided on request.

FACILITIES FOR S.E.N.

- S.E.N. pupils are accommodated in the normal classroom environment. There is no specially designated room or area available to them. Small group teaching has to take place in the classroom environment, staffroom, library if this is available.
- There is disabled access throughout the school with a disabled toilet located in the entrance hall. A shower facility is located in the nursery.
- S.E.N. pupils are integrated into the normal classroom provision.
- The Governors will ensure that a teacher is responsible for Special Needs provision in the school (S.E.N.C.O.). The provision for special needs is coordinated by the S.E.N.C.O. and the head teacher. The help and support of the school's support officer is occasionally used.
- The levels of school SEN support are provided by specialist SEN staff.
- The school offers for SEN pupils with the following Wave Intervention Programmes:

Wave 1 - differentiated / personalized class teaching.

Wave 2 - School Action. An Individual Educational Plan (IEP) is in place. (objectives shared and agreed with the pupil and parents/ guardians).

Resources include small group work, Jolly Phonics, Oxford Reading Tree, Fuzz Buzz Reading Programme.

Wave 3 – School Action Plus. One to one intervention (IEP) in place. Normal practice is Wave 2 pupils with identified further needs at Wave 3. Resources include Fischer Family Trust programmes.

- The day to day provision is met by the class teachers and specialist staff who oversee group activities for children with difficulties associated with reading, writing and spelling. The work of these parents is supervised by S.E.N.C.O. or her appointed deputy.
- The S.M.P.G. work books are used to support children with difficulties in Mathematics in conjunction with activities from the school's main mathematics scheme.
- Examples of the children's difficulties are kept as part of the school's record - keeping policy. The work is annotated and the specific areas of concern will be highlighted. Relevant strategies to encourage or to improve the child's performance are determined and recorded by the class teacher (IEP's). Parents will be involved as soon as possible. Support agencies will be involved, as appropriate, usually at EARLY YEARS ACTION and invited to administer suitable test procedures when relevant.

RESOURCES

- The needs of additional teaching support over and above that provided by the class teacher should be provided through the SEN Team.
- The Governors' annual Pay Review will consider the head teacher's staffing structure, which should include Special Needs Support, and they will determine any additional staffing requirements within the financial context in which the school has to operate.
- Day to day resources to support the children's learning will be met from within the Education Materials provision of the school's delegated budget. Decisions to purchase specific items will be determined by the head teacher in conjunction with the S.E.N.C.O. The head teacher will assess the availability of resources and balance of provision for all pupils in the school.
- The Governors will provide their share of funding for additional or modified physical provision of schemes which they have approved.

MONITORING

- The school's register will be considered by all of the teaching staff at the termly meeting assigned to special needs. The appropriate forms will be maintained on the child's Action File, which will usually be kept in the head teacher's office. At the beginning of each term, class teachers will be asked to review progress and outline the next appropriate step for the child. This will be recorded on IEP forms (IEP Writer). These will be reviewed by the whole of the teaching staff at the termly meeting. The child's own class teacher will be responsible for keeping and updating the sheets.
- This monitoring of individual children's needs/progress may be used later to support any internal procedures and will be available on request to parents. Where appropriate they will be used to support any formal referral for statementing. (Special Needs Procedures Document March 2002).
- The school will record requests for an assessment by the L.E.A and the head teacher report whenever the authority undertakes an assessment.
- The head teacher will include issues relating to special needs in the termly report to the Governing Body. The S.E.N.C.O. will provide information for these reports and will be available to provide additional information to the Curriculum Subcommittee of the governing body.
- The Governors will report on the school's special educational needs provision in the Annual Report to parents.
- The Governors will nominate a Governor to oversee the special needs provision in the school.

ADDITIONAL RECORDING FOR S.E.N. PROCEDURE

- From time to time the forms outlined in this procedure may not provide adequate information and other appropriate methods of recording child's progress or behaviour may have to be devised. Such additional record keeping will be determined by the class teacher, S.E.N.C.O, and Educational Psychology or other agencies.
- Written detailed profiles of the child's skills, abilities and difficulties should be instigated by the teacher and determined in conjunction with the S.E.N.C.O. support agencies and parents and time scale decided.
- The intervention of the teacher and any action taken and any of the child's responses to these (positive or negative) would be recorded
- Parents, class teachers, head teacher and S.E.N.C.O. will have access to the child's file. Parental permission will be sought for other agencies to have access to information kept concerning their child, including the child him / herself.
- The Action File should contain information such as a diary of any visits, discussions or reports that have involved the child's parents or outside agencies.
- The S.E.N.C.O. and Head Teacher must be informed that these records are being completed.

WHOLE SCHOOL INVOLVEMENT

All staff must attempt to support the reinforcement of positive behaviour with an agreement of who does what and when. The method of correction that has been determined as most appropriate for the child's individual programme should be consistent and adhered to by teaching and supporting staff who have contact with the children.

SUPPORT AGENCIES.

- The help and assistance of appropriate agencies should be enlisted at Early Years Action Plus of the procedure and a record should be kept of dates and actions in

which they have been involved in the Action File. These outside agencies may include: -

- The school nurse and/or representatives of the health authority; the Educational Welfare Officer, the Educational Psychologist, Representatives of the Social Services Department; Other schools or resourced unit provision;
- Voluntary agencies or charities.

REVIEW.

Individual Pupil's

- This will be reviewed by class teachers on a day to day basis and where appropriate the help and support of the S.E.N.C.O should be sought if the teacher feels that the child is not making appropriate progress. Each child's needs will be considered at the termly staff meeting.
- SEN teachers will record and monitor the activities they plan for children in school. They will provide regular reports for class teachers and parents.
- The S.E.N.C.O. will consider the need to revise this policy on an annual basis as part of the school's development plan or because of significant changes in the legal requirement.
- If significant changes are required the school will seek the help and support of Trafford's Special Needs Adviser. Changes will be considered by all staff and will be presented to the Governors' Curriculum Subcommittee for their approval.

RESPONSES

- The S.E.N.C.O. teacher will keep a written register of any children regarded as requiring consideration at any one time.
- The response made for individual children will have to take into account any financial or staffing implications and as such may be limited by them.
- Staff meetings will be regularly designated for staff to collectively consider the school's response to the individual children's needs.
- Class teachers will be asked to update the register by the S.E.N.C.O. on a termly basis. Where teachers need additional help or support from the S.E.N.C.O. arrangements will be made for this to occur during assemblies. Relevant activities may be planned and small groups supervised by a responsible adult (classroom assistants, parent helpers).
- Any statemented children will be reviewed annually.
- A catalogue of supporting or remedial materials and booklets both for use by children and teaching staff will be compiled.
- The building or staffing may constrain our ability to accommodate some children (e.g. physically disabled) but help and support from the L.E.A. and the Diocese would be sought before a decision would be made by the governing body (Inclusion Policy).
- If it is felt that children would benefit from specific learning aids, materials or activities, the S.E.N.C.O. would attempt to seek their availability (possibly from the L.E.A.'s Special Needs Advisory)

EXEMPTIONS

Where our school is attempting to provide for S.E.N. children it may be necessary to clarify the child's ability to achieve the attainment targets as defined by the National Curriculum.

Whilst it is unlikely that a child needs to be formally exempted from that curriculum area, it is advisable that a clearly defined and attainable sequence of learning opportunities be provided. The goals for the child should be clearly outlined.

SEN Code 2014

Early Years Foundation Stage

Improving outcomes: high aspirations and expectations for children with SEN

At Altrincham C.E. Aided Primary School all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

At the Early Years Foundation Stage (EYFS) the school follows the safeguarding and welfare requirements of the EYFS and the learning and development requirements.

The arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification of need at the earliest point, and then making effective provision, improves long-term outcomes for pupils.

Staff are alert to emerging difficulties and respond early, liaising with parents where concerns are expressed. They also listen to and address any concerns raised by children themselves.

The school aims to:

- use the best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- the SENCO is responsible for co-ordinating SEN provision)
- inform parents when they are making special educational provision for a child

The School SENCO when appropriate will prepare a report on:

- the implementation of the SEN policy
- arrangements for the admission of disabled children
- the steps being taken to prevent disabled children from being treated less favourably than others
- the facilities provided to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time

Arrangements include regularly reviewing and evaluating the quality and breadth of pupil support offered or can access for children with SEN or disabilities and co-operate with Trafford Local Authority in reviewing the provision that is available locally, and in developing the Local Offer. School works in partnership with other schools to explore how different types of need can be met most effectively, removing barriers that prevent children accessing early education and working with parents to give each child support to fulfil their potential.

Equality Act 2010

The school makes reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. The school promotes equality of opportunity for disabled children.

Medical conditions

The school takes steps to ensure that children with medical conditions get the support required to meet those needs as set out in the EYFS framework.

Early years provision

The EYFS framework sets the standards for the school EYFS provision and ensures that children learn and develop well and are kept healthy and safe. This includes ongoing assessment of children's progress. The School SEN policy sets out the arrangements that include a clear approach to assessing SEN. This is part of the setting's overall approach to monitoring the progress and development of all children.

Early Years Outcomes guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- numeracy
- understanding of the world
- expressive arts and design

The EYFS framework includes two specific points for providing written assessments for parents and other professionals – when the child is aged two and when the child turns five – which are detailed below.

Assessment at the end of the EYFS – The Early Years Foundation Stage Profile (EYFSP)

The EYFS profile provides parents, and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. A profile is completed for pupils in the final term of the reception year. It is particularly helpful for pupils with SEN and informs plans for future learning and identifies any additional needs for support.

Identifying needs in the early years

In addition to the formal checks, early years staff will monitor and review the progress and development of all children throughout the early years.

Where a pupil appears to be behind expected levels, or where progress gives cause for concern, the school will consider all the information about the child's learning and development from within and beyond the school, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. The school will consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the school, this should also inform decisions about whether or not a child has SEN. All the information is brought together with the observations of parents and considered with them.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there will be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment (age 2 years), is adopted.

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early years staff will look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability. Difficulties related solely to learning English as an additional language are not SEN.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

Special education provision is matched to the child's identified SEN. There are four broad areas of SEN support:

- 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 that school plans for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a pupil will always be based on an understanding of their particular strengths and needs and seek to address them all, using well-evidenced interventions targeted at areas of difficulty and where necessary specialist equipment or software. This will help to overcome barriers to learning and participation. Support is family centred and considers the individual family's needs and the best ways to support them.

SEN support in the early years

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life. Where school identifies a child as having SEN staff work in partnership with parents to establish the support the child needs. This does not necessarily need to be an EHC plan – the needs of children between the ages of 0 and 2 can change so quickly, that often meeting needs through the support set out in the Local Offer (for example, provision of key working support) may be more valuable to parents at this time than beginning an EHC needs assessment.

Assess

In identifying a child as needing SEN support, the early years staff, working with the school SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the teacher and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years practitioner, usually the child's teacher, remains responsible for working with the child on a daily basis. With support from the SENCO, they oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the teacher in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents will be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

The graduated approach should be led and co-ordinated by the setting SENCO working with and supporting individual teachers in school and informed by EYFS materials, the Early Years Outcomes guidance and Early Support resources.

Involving specialists

Where, despite purposeful action by the setting, a pupil continues to make little or no progress over a sustained period, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, educational psychologists or specialist teachers. The decision to involve specialists will be taken with the child's parents.

Requesting an Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made good progress, school will consider requesting an Education, Health and Care assessment.

Record keeping

School records about pupils are available to parents and they include how the setting supports children with SEN and disabilities.

Keeping provision under review

School reviews how well equipped we are to provide support across the four broad areas of SEN (page 17). Information on these areas is collected through the Early Years Census, and forms part of the statutory publication '*Children and Young People with SEN: an analysis*' which is issued by DfE each year.

The role of the SENCO in early years provision

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting. Liaise with Trafford Area SENCO.

Improving outcomes: high aspirations and expectations for children and young people with SEN

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The school is required to meet the SEN of the children and as so will:

- use best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)

- Inform parents when they are making special educational provision for a child
- prepare a report on the implementation of their SEN policy and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

School leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

The arrangements for identifying and assessing pupils as having SEN is agreed and set out as part of the Local Offer.

The school ensures that children and parents are actively involved in decision making throughout the approaches.

Equality and inclusion

The school supports pupils with a wide range of SEN. The school regularly reviews and evaluates the breadth and impact of the support offered or accessed. The school co-operates with Trafford in reviewing the provision that is available locally and in developing the Local Offer. The school also collaborates with other local education providers to explore how different needs can be met most effectively, promoting disability equality which focuses on inclusive practice and removing barriers to learning. .

Medical conditions

The school makes arrangements to support pupils with medical conditions, taking advice from Health practitioners. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan.

Curriculum

All pupils have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Identifying SEN

The school has a clear approach to identifying and responding to SEN (SEN Policy). The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

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

Schools assess / reviews each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class and subject teachers, supported by the senior leadership team, make termly assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

The first response to such progress is being high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, assesses whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. Staff are alert to emerging difficulties and respond early. In particular, parents know their children best and staff will organise a meeting to listen and understand when parents express concerns about their child's development. The views of pupils are listened to.

Persistent disruptive or withdrawn behaviours- where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the early help assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Staff are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. School will ensure that appropriate provision for a child's short term needs are met in order to prevent problems from escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. School will look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN.

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The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual pupils often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These

behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deaf blind is available through the Deaf blind guidance.

Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision

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. The school regularly and carefully reviews 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.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

This information gathering includes an early discussion with the parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

A short note of these early discussions is added to the pupil's record on the school information system and given to the parents.

The School's Core Offer

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This then helps determine the support that is needed and whether it can be provided by adapting **the school's core offer** or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between key stages and transfer.

A clear date for the reviewing progress will be agreed and the parent, pupil and teaching staff will each be clear about how they will help the pupil reach the expected outcomes.

The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed. Arrangements for appropriate support are then made.

Key Stages 1 and 2

SEN support

Where a pupil is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of pupils.

Assess

In identifying a pupil as needing SEN support the class or subject teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The School takes seriously any concerns raised by a parent. These are recorded and compared to assessment and information on how the pupil is developing.

The assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system.

The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Parents are made fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.

The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

Involving specialists

The school works closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support should include the transitions between phases of education.

Requesting an Education, Health and Care assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents considers requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Involving parents and pupils in planning and reviewing progress

The school provides an annual report for parents on their child's progress. The school endeavours to go beyond this and provide regular reports for parents on how their child is progressing.

Where a pupil is receiving SEN support, school informs parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. The School aims to meet parents at least three times each year.

These discussions build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

These discussions should be led by the SENCO with good knowledge and understanding of the pupil who is aware of their needs and attainment. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.

Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, school ensures that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

The views of the pupil are included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents.

The role of the SENCO

The School SENCO is Mrs A Firth (Sep. 2014)

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising a on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- 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

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date, gathering pupil data and submitting a request for an EHC.

The school ensures that the SENCO has sufficient time and resources to carry out these functions. This includes providing the SENCO with sufficient administrative support and time away from teaching to enable him/her to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Funding for SEN support

Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School SEN allocation is based on a national funding formula.

The school has an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds. The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....

