



Old Leake Primary & Nursery School

Special Educational Needs and Disabilities (SEND) Policy

2018/19

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Old Leake Primary School & Nursery is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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

A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Our Aim

Old Leake Primary and Nursery school we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children’s backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. Our plan for 2018-19 can be found on the website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We monitor progress of all learners, and staff continually assess ensuring that learning is taking place.

Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

We acknowledge and draw on parents' knowledge and expertise in relation to their own child.

Our Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Special Educational Needs or Disabilities

Children with SEN may be identified using the routes which contribute to the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching. They are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Learners may fall behind in school for various reasons including; extended absences, English as an additional language or inconsistent education settings. At Old Leake Primary and Nursery School we are committed to ensuring all learners have the best opportunities to learn and progress, and for those who are at risk of not learning, we will intervene. This

does not mean that all vulnerable learners have SEN. Only those children with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2018/19 shows that we have 22% of children having SEN with 1% with an Education, Health Care Plan.

Identifying and Assessing SEN

Class teachers are responsible for the progress and development of the children in their class, including the access to adult support and resources. The first step in responding to children who have or may have SEN is high quality teaching which is differentiated for individual children.

The quality of teaching for all children, including those at risk of underachievement, is regularly and carefully reviewed using a range of methods, including observation and drop-ins. This includes reviewing and, where necessary, improving, teacher's knowledge of a range of SEN and their understanding of strategies to identify and support vulnerable children.

When deciding whether to make special educational provision, a range of information about the child's progress, including accurate formative assessment, is considered. The class teacher will share this information with the SENCo and a decision will be made on the best way forward for the child.

If the child is considered to have higher levels of need then we will draw on the expertise and specialised assessments from external agencies and professions.

Supporting Children's Needs on the SEN Register

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Old Leake Primary and Nursery School are proud of our Teachers and their development.

The Teacher standards are available [here](#).

Our Teachers will use various strategies to adapt access to the curriculum, this may include using:

- Visual timetables
- Writing frames
- Laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified.

Managing Children's Needs on the SEN Register

Once a child has been identified as needing SEN support, individual targets will be produced. These are then reviewed, at progress meetings once a term. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1, in a small group or part of the whole class teaching) put in place to enable the child to achieve these targets.

During the term, adults who work with the child will record short comments about the progress made towards each target so at the end of the term the evidence of progress made is comprehensive and consistent.

In addition to this, all SEN support is recorded on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Old Leake Primary and Nursery school to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Old Leake Primary and Nursery school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan, this application is made to the Local Authority. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the Special Educational Register
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review,' required in the Code of Practice.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents – and children- are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children identified as needing SEN support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Access to the Wider Curriculum

All learners should have the same opportunity to access extra-curricular activities. At Old Leake Primary and Nursery school in 2018-19 we are offering a range of clubs and activities.

All staff at Old Leake Primary and Nursery school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Transition Arrangements

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Old Leake Primary and Nursery school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Plans to ease transition to new classes be discussed with you and your child at their summer term review meeting and may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation.

Your views

Old Leake Primary and Nursery school is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.