



# **Stanley Road Primary School Special Educational Needs Policy**

**June 2017**

## Our Vision "Dream it, believe it, achieve it-be the best you can be"

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 and has been written with reference to the following guidance and documents:

- Equality Act 210: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25- June 2014
- Schools SEND information Report Regulations (2014)

Stanley Road aims to provide a safe, caring environment where children can learn and teachers can teach in a trusting and happy atmosphere.

Our school seeks to provide the best all round education possible so that everyone can be proud to be here. We aim to achieve the highest standards for each child across the curriculum so that they have the learning skills to prepare them for their future lives. Stanley Road is a school that continually strives to improve itself through developing each child and adult's potential whilst celebrating their culture and individuality. Through this we intend to make our school everyone's first choice.

### What are the aims of our school?

- To develop the aspirations and resilience of those in our community.
- To nurture our school community to become responsible and respectful lifelong learners.
- To inspire each other to aim high and to believe in ourselves.
- To empower everyone to have a positive impact on our school and wider community.
- To teach a broad, balanced and relevant curriculum by carefully planning and teaching the statutory curriculum. Continuous assessment is made of children's progress and future needs: we also provide time for reflection and evaluation of teaching and learning by staff.

### We want to enable our pupils to:

- Achieve a high standard in all they do.
- Develop the ability to use and apply knowledge and skills.
- Work towards becoming an independent, self-confident adult.
- Understand about the environment and the effect we have on it.
- Show care for, and understanding of, the people they come in contact with.
- Co-operate with others.
- Enable our learners to recognise that change and progress are an important part of everyday life and, therefore, aim to equip children to cope and flourish with dealing with the challenges faced by such changes.

## 1) Identifying Special Educational Needs

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

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### The SEN Code of Practice: for 0-25 years identifies 4 broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and learning
3. Social, mental emotional health
4. Sensory and/or physical disability

The purpose of identification is to work out what additional support a child needs it is not to fit a child into a category. At Stanley Road we aim to identify the needs of pupils by considering the needs of the whole child, which includes not just the special educational need of that child or young person.

Other factors which may impact on progress and attainment but not be SEND:

- Attendance and punctuality- which may have led to missed learning opportunities
- Health and welfare issues
- Disability (as defined under current Disability Equality legislation) such as long term health conditions, asthma, diabetes, epilepsy etc.
- EAL
- Being in receipt of pupil premium
- Being a looked after child (LAC)
- Being a child of a serviceman/woman

## Inclusion Preparation

At the beginning of every term, teachers who are 'year group partners' are advised to spend a portion of their Planning, Preparation and Assessment (PPA) time looking across their classes, clarifying needs in each, identifying those children who have not made satisfactory progress, as well as identifying individuals with similar needs who may form small groups to receive extra interventions. Teachers are provided with an Extra Support Flowchart (see Appendix A) and an Intervention Menu (Appendix B), which is used to inform thinking around children who may need to be monitored ('Class Monitor') or who may need extra support ('Class Action') or those who need 'SEN Support'.

### Inclusion Surgeries - Pupil Progress Reviews

These meetings are held every half term between the SENCo and class teachers and provide an opportunity to review and discuss the progress of each child in the class and to correlate different data and observations, such as a child's attendance, attainment, progress, behaviour etc. The SENCo will be in receipt of a variety of additional reports/information (for example, from members of the vulnerable children team, the coordinator for Children with English as an Additional Language, or from Teaching Assistants who deliver interventions across the school) and will have an overview of whole school provision and of individual children's needs.

Teachers draw on the SENCo's professional knowledge to plan next steps, using the collated data and observations to identify children who may need extra support. This discussion focuses on identifying children who may be in need of extra monitoring ('Class Monitor') or support ('Class Action') and on reviewing those who have already been identified as 'Class Monitor' or 'Class Action'. Some children's progress may be hindered by broader causal factors e.g. social and familial circumstances that can be best managed through support from our vulnerable children team.

In most cases the first response to an identified need should be class-based planning and monitoring, and then interventions targeted at a child's identified weakness. Teachers can draw on the Extra Support Flowchart (see Appendix A) and Intervention Menu (Appendix B) to plan specific programmes to support those needs. Once a programme of time-limited extra support has been planned, progress will be reviewed at the next Inclusion Surgery.

Where, despite personalised interventions, a child's progress continues to be unsatisfactory, the school in collaboration with parents will decide whether to add that child to the School's SEN Support register and to plan for further support under the leadership of the SENCo. Please see the Summary of Pathway to SEN Identification (Appendix C) for a clear map of this process.

## A graduated approach: All teachers are teachers of children with special needs

### Initial concerns

At any time, teachers, parents/carers, the SENCo, the SLT and Headteacher are available to hear or raise concerns about a child and to act accordingly. Throughout the year we conduct sensitive classroom observations and thorough curriculum assessments, encouraging the different staff who come into contact with a child to share their observations. We listen carefully to what staff, children and parents tell us at any time during the year. However, we also have a very clear timetable in place to ensure that we gather and evaluate all of the information about every child and use a graduated system to plan adequate support for all. This process is facilitated by a series of termly meetings outlined below.

Please see Appendix C for a summary of our School's graduated approach to identifying children who need SEN Support. High quality teaching, differentiated for the learning and development of all, is the first step in the educational provision that we offer all children. Some children may require a greater level of personalized, class-based, targeted support, which is planned for by the class teachers. This may include making adaptations to the learning environment or to the method of teaching delivery, specific groupings based on ability, additional adult support in class, additional learning supports such as visual aids or assistive technology, etc. Where there are concerns around a pupil's progress that cannot be met in this way, the class teacher, in conjunction with the SENCo when needed, will plan for additional monitoring or class action to accelerate a child's progress.

### Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's teacher will take steps to provide differentiated learning opportunities that will aid the pupils academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Differentiated learning may include a child accessing an intervention but this may not necessarily mean that a child is identified as having an SEND.
- d) The SENCo may be consulted as needed for support and advice and other members of staff may wish to observe the child in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed of every stage of their child's development and if and why they are being more closely monitored. Parents are encouraged to share information and knowledge with the school.

- g) The child may be recorded as being monitored due to a concern by parent or staff but this does not automatically place the child on the schools SEND register. Any concerns will be discussed with parents informally or during parents evening.

#### 1. Class based Monitoring

- When a teacher has initial concerns around a child's progress, they will plan for additional class-based support and differentiation to address those needs. These measures will be recorded on weekly planning formats and teachers will evaluate their progress.
- Any child who is being monitored will be reviewed during Inclusion Surgeries. If a child fails to make adequate progress during this monitoring period, in conjunction with the SENCo, and using the Extra Support Flow Chart to support thinking, teachers will either plan additional interventions or think about moving to SEN Support.

Additional interventions will be put in place when teachers judge that despite reasonable adjustments (see Wave 1) and possible access to some Wave 2 type support, a child has not made enough progress. Strategies will be recorded in targets on intervention monitoring sheets, also detailed will be strategies and how success will be identified and measured. The classteacher and the staff member leading the intervention will complete an intervention form-identifying the targets for the child/group strategies and when the intervention should take place. The lead adult will record notes of progress and dates that intervention took place. It will also indicate the date the plan will be reviewed. In most cases this review will take place once a term.

- A child's needs are categorised as 'monitored/causing concern' when: the child continues to demonstrate progress at a level below that expected to be achieved with high quality teaching and so requires an increased level of support (most often provided by an intervention which is delivered by a member of school staff).
  - The agreed areas of support, and intervention strategies, are selected from the Stanley Road Intervention List and the Extra Support Flow Chart. These might include the use of one or a combination of provision.
  - Where specific interventions are used, the pupil's progress will be measured within a given time-span.
  - Targets can be set for the child, if there is a need (outside the intervention).
  - The SENCo records any interventions or specific targets on a whole class provision map.

- The progress of the child is reviewed at least termly during the process outlined above.
- The parents of a child who has been identified as needing 'Monitoring' will be informed promptly by the class teacher.
- • Any child who fails to make adequate progress following this cycle of Assess/Plan/Do/Review is then considered by members of the Senior leadership/SENCo Team, who will help to plan further support or agree to identify that child as SEN Support.

## 2. SEND Support

Where concerns are raised that a pupil does have SEND, school staff will discuss concerns with the child's parent or carer and the decision may be taken to add the child to the school SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support is part of a 4 step process.

- Assess
- Plan
- Do
- Review

(See flow chart for roles and procedures)

- A child's needs are categorised as 'SEN Support' when: the child has continued to make little or no progress in specific areas over a long period despite differentiated learning opportunities together with targeted interventions under 'Class Action'. In some cases, a child's SEN may be immediately apparent and ILT will agree to identify those needs and make appropriate referrals (see Summary of Pathway to SEN Identification Appendix C) from the outset.
- The decision to identify a child as SEN Support would be agreed with the parents/carers.
- Provision for children who are identified as SEN Support will be overseen and coordinated by the SENCo in conjunction with classteachers.
- Individually administered interventions and assessments, made by the School or by outside agencies, are managed by the class teacher and the SENCo.
- Where appropriate, additional support and advice should come from relevant outside agencies, either to the child, class teacher or parent/carers.

- The School will ask for parental permission to seek support from outside agencies. Parents/carers will be kept informed during this time through meetings and reports.
- An appropriate referral form (MAF, EP, QEST, Early Help) is completed with the parent/carer and child, for any child needing outside agency support.
- Parents are kept informed about interventions and support that the child is receiving.
- Progress is monitored throughout the year by the class teacher and members of Leadership Team, through termly meetings, SEN reviews and assessment meetings.

### Assess

This involves clearly analysing the pupil's needs using the teachers assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Much of this information will come through the use of learning journeys and/or the schools tracking system. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the teachers assessment of need. If external support is not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

#### Specific targeted intervention for pupils requiring SEN support

- Any child who is identified as SEN support will have the opportunity for a dedicated termly meeting with their parents and class teacher (plus any other relevant professionals Inc. SENCo where appropriate).
- During these meetings, the parents/carers, and class teacher discuss: how effectively provision has been delivered; what is and is not working well; progress towards short term targets and longer-term objectives; next steps/new goals; support needed to achieve these goals.
- All agree the responsibilities of the parent, the pupil, the School, the Local Authority and other partners, e.g. specialist services.
- Advice and guidance is shared on how parents can help their child at home to reinforce or contribute to progress.

- Wherever possible, children's views are gathered either beforehand as part of the 1 page profile or in the meeting and taken into account.
- Based on information gathered during the meeting, the class teacher and SENCo create an Individual Provision Passport (IPP – please see Appendix E) with targets (usually up to three), parent and child (where appropriate). These targets should incorporate advice from outside agencies.
- A copy of the IPP is sent either by being handed directly to parent/carer or email (as preferred). They are encouraged to discuss and contribute in this process through the meeting and by making amendments to the draft copy.
- A copy of the IPP is also given to all those working with that child.
- The IPPs are updated at least termly and are working documents that always include progress measures.

If a review of progress identifies that support is needed from outside services, we will consult parents prior to any support being actioned. External support agencies will provide advice for the child's new provision map. The new strategies will, wherever possible implemented within the classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the LEA.

#### Do

The class teacher is responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the main class teacher. They will liaise with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo. It is the responsibility of the adult leading any intervention to maintain the associated paperwork and monitoring sheets.

#### Review

Reviews of a child's progress will be made regularly with the teacher, SENCo and the assessment coordinator. It is the teachers responsibility to bring evidence about progress. This will be gathered through evidence in children's books and through notes and analysis of the impact of interventions. The teacher will also meet with parents and carers to discuss progress. The review process will evaluate the impact and quality of support and interventions. This may lead to the SENCo liaising with external agencies to request further assessment or

advice. It will, wherever possible take the child's view into account- this will take place as part of the assertive mentoring process in school. The class teacher in conjunction with team leaders and the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. This will be done in consultation with the child and parents or carers.

### Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an assessment for and Education, Health and Care Plan. This is usually requested by school but can be requested by parents or carers. This will happen where the complexity of need or a need for further investigation into the needs of a child are such that a multi agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an EHC will be taken at a progress review meeting with parents and carers.

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information gathered relating to the current provision, actions that have been taken and outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether the child needs an EHC plan. Parents have the right to appeal against a decision not to initiate assessment for and EHC plan.

### Education and Health Care Plans (EHC)

- a) following statutory assessment an EHC plan may be issued by Oldham LA. This will happen if the panel decide that the child's needs are not and cannot be met by the support that is currently available. The school, other agencies involved and the child and their family will be involved in developing and producing the plan.
- b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- c) Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the child. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support

[Access to the curriculum, information and associated services.](#)

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Pupils with SEND will be given access to the curriculum through additional SEND provision that is provided by school as and when it is necessary. This support will wherever possible take into account the wishes of parents and the needs of the child.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible staff will consult with the child's parents for other flexible arrangements to be made.

### Roles and Responsibilities

The Headteacher has responsibility for the day-to-day management of SEN provision and also has a responsibility to keep the Governing body informed. The SENCo will prepare a report to feedback progress and next steps to the governing body. The SENCo and SLT team works closely with all staff to develop the SEN policy and ensure excellent provision. They must co-ordinate the daily running of SEN provision particularly for those children identified as have a special educational need.

The Governing body has a responsibility to ensure that in conjunction with the Headteacher they determine the schools approach to SEN provision and establish appropriate funding and staffing arrangements. They must provide annual feedback to parents about SEN provision within the school.

They must ensure that they are knowledgeable about the schools SEN policy and how it is formed and also about SEN funding and how it is used.

All class teachers/practioners are responsible for the early identification and assessment of SEN within the classroom setting. This is done through the plan, do, review cycle. This should focus on the:

- The learning environment
- The teaching style
- The task

#### 2) Arrangements for co-ordinating SEN Provision (management)

The special needs co-ordinator (SENCo) is currently Alison Taylor-Blunt who has obtained the National Qualification in SEN Coordination. This role is part of the wider remit of Inclusion.

#### 3) Admission arrangements

Children with SEN are admitted into school in accordance with our whole school admissions policy. This is in line with LEA guidelines.

#### 4) Additional provision/facilities for pupils with SEN

There are currently several members of staff who are trained to BSL (British Sign Language) Level 1 working within school, in many cases staff are trained to Level 2 and 2 members of staff

are trained to Level 3. The building has been adapted to take account the needs of hearing impaired children within the school e.g. lowered ceilings, double glazing, carpeting, high density lighting and sound field systems in all classrooms and the Junior Hall. There are some quiet working areas such as the Intervention room and the Reading room, which are available for group and 1:1 sessions.

School has also developed the Crystal Room, which is based on 'THINC Room' principles. Children also have access to support programmes run by the Learning Mentors such as behaviour support groups and groups developing self confidence and self esteem.

Many children have access to additional support based on advice given from external services such as the Educational Psychology, QEST and Speech and Language. The school access' support from the PIP project (Local authority based project in conjunction with Kingfisher school) around implementing strategies for learners with communication difficulties. The school also works with the Jigsaw Team around supporting children who have behavioural difficulties.

5) Resources

Resources are deployed to ensure that the particular needs of each learner, with special educational needs is met as effectively as possible. Teaching Assistants and other adult support is deployed flexibly to meet individual needs and to personalise learning. The school has a wide range of interventions that children can access.

See attached list of interventions. (Appendix D)

6) Inclusion: SEN pupil participation with non-SEN pupils

At Stanley Road School we try to ensure that all children with a SEN have as full an access to the curriculum as possible. We ensure that there is a balance between lessons and activities that are independent, those that are small group or 1:1 and those that may require withdrawal from the classroom to work away from the class.

Inclusion is also encouraged through participation in various extra-curricular opportunities. For example, homework and study groups, sporting activities and clubs run both at the school and at other local schools. Children are encouraged to apply to take part in these activities rather than being picked for their ability this help to ensure that a wide range of pupils can take part.

7) Evaluation of SEN Provision for pupils

A register of pupils with SEND is kept for all pupils who meet the criteria as mentioned in section 2. This register is updated termly. The SENCO and SMT monitor the implementation of provision passports/IBP's (care or behaviour plans) through checking planning, talking to staff and pupils, observing lessons and liaising with parents. The SEND policy is subject to ongoing review by all staff.

8) School complaints Procedure

Complaints about the provision or organisation of SEN will be dealt with through procedures outlined in the whole school complaints policy, which is available from the Headteacher. The school has adopted Oldham LEA guidelines for this. Parents are made aware of the

Parent/Pupil Partnership Service run by Oldham LEA and support that can be provided by SENDIASS.

9) SEN/Inclusion INSET

In service training in Special Educational Needs is identified and linked to the school development plan. This year training will focus on implementing the new arrangements with regards to monitoring interventions.

10) External support for SEN

We work in partnership with a range of external agencies e.g. LEA, school nursing team, Social Services and various health teams i.e. SALT at the ICC, Physiotherapy, the Occupational Therapy team, the HI team and the Manchester Cochlea Implant Team.

11) Parent Partnership

The school works closely with parents to support those children with special educational needs. We encourage an active partnership through ongoing dialogues with parents, as we believe they have much to contribute to our support of children with special educational needs.

The school operates an open door policy and parents of children who have a special educational need are kept informed through verbal feedback from the class-teacher. We have regular termly meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

12) Links with other schools/special schools; transition arrangements and SEN

We welcome collaboration between our school, other schools and external agencies. We have active links and make use of the expertise and support provided by Kingfisher School through the PIP project, which support learners and their families who have communication difficulties. We provided differentiated transition programmes for moves between year groups and Key stages as and when it is necessary.

We follow LEA guidelines for transition of pupils from Nursery to Reception and Year 6 to Year 7. We ensure that both children and their parents are able to take an active part in the transfer by arranging meetings between them and the receiving school and giving all those involved plenty of time to prepare.

Date- June 2017