

Belthorn Academy Primary School



SEN Policy

October 2017

To be reviewed October 2018

Belthorn Academy Primary School
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Headteacher: Mrs H Rowan
SENCO: Mrs H Rowan (NASENCo Award)
SEN Governor: Mrs L Billingham

Mission Statement

At Belthorn we believe in providing a secure, happy environment where pupils, parents and staff feel confident, valued and trusted.

We believe that our children should be challenged with a range of learning experiences so they develop to the maximum of their potential, becoming independent learners and enjoy learning to the full.

Compliance

This policy complies with the statutory requirement laid out in the SEN code of practice 025 (2014) and should be read in conjunction with the following related policies and guidelines:

- SEND code of practice 0-25 (2014)
- Equality act 2010
- Schools SEN information report regulations (2014)
- Statutory guidance on support pupils at school with with medical conditions (2014)
- The National Curriculum in England framework document 2013
- Safeguarding policy
- Accessibility plan
- Teachers standards 2012

1. AIMS

At Belthorn Academy Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We are committed to meeting the needs of all pupils in our care, including those with SEND. Every teacher is a teacher of every child, including those with SEND.

In line with our school values we believe that all children have the right to feel safe, valued, respected and nurtured and we promote enjoyment, tolerance of others, friendliness and inspirational learning.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEND Code:

- To work within the guidance provided in the SEND code of Practice (2014)
- To operate a whole school approach to the management and provision of support for SEN.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.

- To ensure that all adults who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- To provide support and advice to all the staff working with children with SEND.
- To plan an effective and differentiated curriculum to meet the needs of children with SEND, to help them overcome their barriers to learning.
- To work in close partnership, where appropriate with outside agencies, to support children with SEND.
- To provide advice and support for all staff, governors, parents and the wider school community in SEND issues
- To work in close partnership with parents/carers of children who have SEND
- To maximise outcomes for children with SEN and their families
- To encourage active involvement by the children themselves in meeting their needs. □
To recognise, value and celebrate children's achievements however small

Definition of Special Educational needs

A child has SEND if they have a learning difficulty or disability which calls for specialist provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

A child under compulsory school age has SEN if they fall within the definition at (a) or (b) above or would do so if a special educational provision was not made for them. (Clause 20 Children and Families Bill)

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

The code of practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communications and Interactions

Children with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty in 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 SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the aspects of speech, language or social communication at different times of their lives.

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

Cognition and Learning

Children may need support if they 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 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 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 behaviours. The behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) 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 facilities generally provided. These difficulties can be age related and make fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(SEND Code of Practice 2014 p97)

Identification and Provision

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all 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. Pupil Progress Meetings are held each term. Here, the class teacher meets with the SENCO/ Head Teacher and Assessment Leader to discuss the progress of the pupils within their class. This shared discussion may highlight any potential

problems in order for further support to be planned. Any pupils who are falling significantly outside the range of expected academic achievements will be monitored.

- a) 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.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted, as needed, for support and advice and it may be that more detailed assessments will need to be carried out.
- d) Through b) and c) it can be determined which provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will need to be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parental partnership is very important to the staff at Belthorn and we aim to work alongside parents whenever possible.
- g) The child is recorded by the school as being under observation due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the SEN register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Education needs Code of Practice (2014). This recommends a graduated approach to SEN support. This consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes. If good progress is maintained, a child may be removed from the SEN register however; their progress will continue to be monitored closely through the graduated approach.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment,

comparison with peers and national data, as well as the views and experiences of parents. More detailed assessments may be administered by the SENCO and where relevant, advice from external support services may be sought. Barriers to learning should be clearly identified at this stage.

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact of progress, development and/or behaviour that is expected and a clear date set for review. This will be recorded on an individual support plan and assess the impact of support and interventions and links with classroom teaching. The SENCO and SENCO support teacher will provide strategic support during this stage.

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO and SENCO support teacher will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. It will also take into account the views of the pupils and parents. This review will be recorded on the child's support plan. The class teacher, in conjunction with the SENCO will revise the type and level of support and if necessary, the cycle will begin again. Occasionally the pupil may need more expert support from an outside agency such as the Learning support service, Speech and Language therapy, etc. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to school and home.

If a child's needs are complex or severe, school may suggest that the local authority are requested to undertake a statutory assessment which may lead to an Education and Health Care Plan (EHCP). This document will describe a child's SEN and the provision recommended. EHCP's can involve the Local Authority (LA) providing extra resources to help a child. These could include money, staff time, special equipment or attendance at a specialist school. This additional provision is reviewed annually or sooner if required and could include parents, teachers, class teacher. SENCO, LA representatives and other professionals as required.

Partnership with Parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's Individual Support Plan each term and are invited to review the targets at the class Parents Evening. Alternatively a separate Review Evening can be offered if parents choose to do so. Class teachers and the SENCO will hold regular meetings with parents and encourage active parental involvement with the

school to help children overcome their difficulties. It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within the Teaching and Learning Policy as well as during the reviews of targets, Support Plans and statements/ECHP's. the school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

In accordance with the Equality Act (2010), parents can access the school's Information Report at: www.belthornacademy.co.uk

The Local Authority's Local Offer can be accessed at : <http://www.lancashire.gov.uk/SEND>

Admission Arrangements

The admission arrangements for children with SEN are in accordance with national legislation, including the Equality Act 2010.

There are close links with local pre-schools and nurseries and the school will work in partnership with parents and carers to identify individual learning needs to achieve a smooth transition.

Further Admissions information can be found on the school website : www.belthornacademy.co.uk

Transition

At the end of each school year, current and subsequent class teachers and other staff involved with the teaching and learning of SEN pupils will meet to discuss the requirements of the current support plan/statement/ECHP. Children will be given the opportunity to spend time in their new class. Additional time may be required when specific support equipment is used.

At year 6 transition the SENCO provides information on request to the local feeder secondary schools about children with SEN who have chosen to go there. For statemented/EHCP pupils, The SENCO will arrange a meeting with the SENCO from the chosen secondary school during the summer term prior to transition. It may be necessary for the child to spend half days at their new school and this will be discussed at a meeting with parents, staff from both schools and the SENCO.

Examinations

The SENCO is responsible for ensuring that all provision is in place for SEN children to access end of key stage external assessments. This may include disapplying children whose levels are significantly below that of their peers (below level 3 using the old NC levels).

Supporting Pupils at School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Family Equality Act 2010. Some of these children may also have SEN

and may have a Statement or Education, Health Care Plan (EHCP) to determine their needs as per the SEND Code of practice 2014.

For further information, a copy of the school's policy on managing the medical conditions of pupils is available through the school office or website.

Monitoring the Success of the SEN Provision

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN is shown by:

- Ongoing teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the support plan reviews.
- More age appropriate scores on standardised testing. (The use of PIVAT's which is currently being reviewed.)
- Records and evidence of the child's progress towards improving behaviour.
- Discussion at an appropriate level with the child about their progress.
- Successful requests for additional funding at EHCP.
- Ongoing performance management reviews (as per the school's Performance Management Policy).

Measuring the progress of children with SEN

All children in school are assessed using KLIPs or PIVATs depending on their levels of difficulty. Targets are set annually for the end of year attainment and progress is measured termly.

Good progress is judged to be:

- The attainment gap narrows between the pupil and his/her peers.
- Progress is more than 3 steps against Age Related Expectations and therefore the gap is closing.
- Attainment is in line with their baseline assessment, and progress is more than 3 steps.
- The child shows an improvement in self-help and social or personal skills.
- The child show improvements in behaviour.
- The child has full curriculum access.
- The child is working at or above age-related expectation (for children whose SEN is not cognition)

Evaluating the Success of the SEN Policy

The success of the policy will result in the needs of all children with SEN being met by:

- Having the systems in place to identify children with SEN as early as possible.
- Making use of good practice in planning for, teaching and assessing children with SEN.
- Regular review of the child's progress against set targets.
- Providing additional intervention if progress is slower than expected.
- Allocating appropriate funds within the school's budget and receiving appropriate funding from the LEA to support children's needs at ECHP level.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.
- Encouraging a multi-disciplinary approach whenever possible.

Resource Allocation

Resources for non-statemented/EHCP provision for SEN at Belthorn Academy School are funded according to the Local Authority School funding formula. The funding covers the cost of the staffing, resources and training needs for SEN in both key stages. Additional resources for some children with statements/EHCPs are delegated directly to the school from the LA through the High Needs Top up Fund.

Training

Within the school there is an ongoing programme of INSET training for all members of school staff. Staff also attend courses run by the LEA and Medical Services if appropriate. The SENCO regularly attends courses on SEN issues run by the LEA. She also attends school INSET sessions relating to other areas of the curriculum so that she is aware of current practices in these areas. She attends the local SENCO cluster meetings which are run by the SEN advisory team to discuss local and national issues which affect SEN provision.

The TA's employed by the school also attend relevant training sessions organised by the school or the LA.

All training undertaken should be shared with the whole school staff at staff meetings or INSET.

The SEN Team at Belthorn

SEN Governor

Mrs Lesley Billingham is the current SEN Governor with responsibility for SEN. She has termly meetings with the SENCO and regular contact with the school to keep up to date with, and monitor the school's SEN provision. Mrs Billingham will provide feedback at Governor meetings. The SENCO and SEN Governor will provide an annual report to parents and governors on the school's current SEN provision.

SENCO

Mrs Helen Rowan is responsible for SEN provision throughout the school. Mrs Rowan has completed the National Award for SEN Coordination in 2014/15.

The SENCO's role includes:

- Overseeing the day to day operation of the school's SEN policy.
- Advising on the school's delegated budget and other resources to meet pupils needs effectively.
- Liaising with early years' providers, other schools, education 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 pupils and their parents are informed about options and a smooth transition is planned.
- Working with school governors to ensure 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.
- Line management of the SEN team – including TA's and SEN support workers.

SENCO Assistant Teacher

Miss Joanne Gervis is currently the SEN Assistant. She is responsible for the coordination of the support plans and for developing links with parents of children who are on the SEN register. She is also responsible for co-coordinating nurture provision throughout the school, including the use of the Boxhall Profile for assessing needs and providing strategies to support pupils with emotional and behavioural difficulties.

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who have access support from teaching assistant and/or specialist staff. High quality teaching, differentiated for individual pupils who have, or may have SEN is available to all pupils.-

Teachers should have high aspirations for every pupil. With advice and support from the SENCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies and information about the type of special educational need from the SENCO where required. Teachers must involve parents and pupils in the planning and reviewing the progress SEN children.

SEN Support Staff

Children with statements/EHCP's may be supported on an individual basis by TAs as part of the requirements stated on their individual plans. SEN children are also supported on an individual or group basis by classroom TAs.

Headteacher

It is the Headteacher's responsibility to ensure that the SENCO is able to influence strategic decisions about SEN.

The Headteacher holds the position of Designated Senior Leader for Safeguarding and child protection along with Miss Egan (Back up DSL)

Accessibility

In line with the 2001 SEN and Disability Act and the 2006 DDA the Headteacher and governors have put into place an Accessibility plan and a Disability Equality Scheme.

For further information refer to published school policies, school prospectus and Local Offer all available through the school website.

Bullying

Belthorn Academy Primary School will not tolerate harassment or bullying of any child including those with SEN or disabilities. The school will make every effort to eliminate all forms of discrimination and equality. Please refer to the school's Behaviour Policy and Anti-Bullying for further information.

Data Protection

The school will maintain data and records in line with the requirements of the Data Protection Act 1988.

Complaints Procedure

If parents believe that their child has a learning difficulty or behavioural issue as school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should first talk to their child's teacher. If the parents think the child should be given more support they should raise their concerns with the Headteacher and SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor with responsibility for SEN.

If parents and the school are unable to agree about the nature of the child's difficulties or how they might be resolved, they may seek advice from the SEND Information and Advice Service (SENDIAAS) at any time.

Links with Other Services and Schools

LEA

Schools Special Needs and Disability officer (SEND0)
Educational Psychology Service
Specialist teachers from Inclusion and Disability Support Services.

The Medical Services

Community Paediatrician
Community Nurse
Clinical Psychologist
CAMHS
Physiotherapy Service
Occupational Therapy Services
Speech Therapy Services
Play therapy Services
ASD Advisory Service
School Nurse

Pre schools

Secondary Schools

St Wilfred's CE Academy
Blackburn Community High School
Rhyddings High School
Clitheroe Royal Grammar School
Darwen Vale High School
Darwen Academy
St. Bede's RC High School

