

# LITTLE ASTON PRIMARY SCHOOL SEND POLICY

SENCO

P.Crichton



**Teaching children with special needs is a whole school responsibility – the governors, the Headteacher, the SENCO and all members of staff have important day-to-day parts to play.**

## ***Introduction***

Little Aston School provides a broad and balanced curriculum which includes national literacy and numeracy materials for all children. The school recognises that all children are entitled to a differentiated curriculum and planning is designed to meet the specific needs of individuals and groups of children.

Most children have particular learning needs which require action to be taken by the school at some time in their education. Some children have a significantly greater difficulty in learning than the majority of children of the same age. A few children have profound physical and/or learning difficulties.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

The school policy is to ensure that curriculum planning, delivery and assessment for children with a range of special educational needs takes account of the type and extent of the difficulty experienced by the child.

## ***Aims***

The aims of the school are:

- to make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- to ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
- to reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement
- to use our best endeavours to secure special educational provision for pupils for whom this is required, that is additional to that provided within the differentiated curriculum to better respond to the four areas of need;
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- to request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- to support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to work in cooperation and productive partnership with the local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

**What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

### **How does the school know if children need extra help?**

At Little Aston Primary School all children receive high quality first teaching, focusing on class, group and individual learning. The progress and attainment of all pupils is reviewed every term by the class teachers and Senior Leadership Team, at which time provision may be adjusted to meet identified needs. We know when pupils need help if concerns are raised by parents/carers, teachers, or the pupil's previous school, if tracking of attainment outcomes indicate a lack of progress or our observations indicate that a child may have additional needs in one of the four areas

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

The child will be monitored by the class teacher and a plan will be put into place to support the child. If a child continues to have difficulty after intervention or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEND) and placed on the SEND register. Parents will be informed of this and a collaborative approach agreed to plan and review next steps. If you are concerned about your child then we would encourage you to speak to your child's teacher. The class teacher will report to the Head teacher and SENCO. We listen to all parents. Parents' views and aspirations for their child are central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum. Experienced team of staff who may be involved in supporting your child. These include:

#### **The Class Teacher**

The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the SENCO). They will provide access to the curriculum and will liaise with the SENCO to identify, monitor and assess pupils with SEND. The class teacher will arrange termly reviews and plan next steps.

#### **The Special Educational Needs Co-ordinator (SENCO)**

The Special Educational Needs co-ordinator (SENCO) along with the Senior Leadership Team and the Governing Body, is responsible for overseeing and coordinating the day to day policy and practise for pupils with SEND. The Special Educational Needs co-ordinator will arrange any external agencies that may be involved with your child and arrange and attend meetings. The Special Educational Needs co-ordinator will monitor individual plans and progress with the class teacher.

#### **Teaching Assistants**

Teaching Assistants support all pupils in class. Additional TAs who help support groups and individual children with their learning. It may be necessary for Teaching Assistants to work on a 1:1 with an

individual pupil in order to support learning or behaviour. Teaching assistants work alongside the class teacher to plan and deliver suitable teaching programmes that work alongside the curriculum.

### **Specialist Support**

Sometimes school may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists, Occupational Therapists or the Local Authority Support Service (Senns). Supporting pupils with their mental health and well being is also important and we have a Hope programme and work closely with Malachi.

### **Monitoring**

The quality of teaching is monitored through a number of processes that includes:

- classroom observation by the senior leadership team, special educational needs co-ordinator, subject co-ordinators and external verifiers
- ongoing assessment of progress made by pupils in specific intervention groups
- work sampling on a termly basis
- teacher meetings with the SENCO
- pupil and parent consultation meetings
- whole school pupil progress tracking
- attendance and behaviour records

Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEND information report.

### **Target setting**

All pupils have individual curriculum targets set in line with age appropriate guidelines. These are discussed with parents during consultation days and pupils' attainments to meet these targets are tracked using the whole school tracking system.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings with the class teacher and a member of the Senior Leadership team. Where pupils are not making progress intervention is put in place using the assess, plan, do and review model.

- Progress will be monitored at least termly following intervention.
- Intervention through support will be recorded on a plan that will identify a clear set of expected outcomes, Progress towards these outcomes will be tracked and reviewed with parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained. An individual assessment of the pupil will be undertaken on order to make an accurate assessment of their needs.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

### **What specialist services and expertise are available at or accessed by the school?**

Should concerns regarding progress and attainment remain following the additional SEND support provided by the school then support will be sought from one of the local authority or medical specialist support agencies.

These include:

## Local Authority

- Education Psychologist
- Autism Outreach
- Visual / Hearing Impairment Team
- Physical Difficulties Support Service
- Behaviour Support Team
- Outreach Services from Specialist Schools/Units
- Lichfield district Hub
- Malachi family support

## Medical

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)

### **How will the curriculum be matched to a Child's needs?**

Teachers plan using pupils' achievements levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, IT and or additional adult help.

### **How will parents know how their child is doing?**

Attainments towards the identified outcome will be shared with parents termly to review their individualised plan and at parents' evenings. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher at any time if they have any concerns. A parent APP is available to view progress. Yearly parent teacher consultation to review progress.

### **What support is there for a child's overall well-being**

At Little Aston Primary School we actively seek to achieve the highest standards in everything we do thereby enabling our children to achieve their full potential. To facilitate this we have created an interactive partnership of staff, children, governors, parents and the community.

The school offers a wide variety of pastoral support for pupils. These include:

- A **Personal, Social, Health and Economic** (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Children are encouraged to voice their concerns, learn how to stay safe and to choose healthy lifestyles.
- All children at Little Aston Primary School have a role to play in the further development of the school. The **School Council** supports this process, acting as a 'pupil voice' and promoting and shaping ideas for development. All children feel respected and valued as unique individuals and this is reflected in the warm, caring and friendly family atmosphere of the school.
- The school uses **positive behaviour strategies and rewards**, to celebrate individual achievements and differences, encouraging the children to effectively evaluate their own behaviour and helping them to grow into responsible young people who can make the correct choices in life.
- **Bikeability** and road safety projects also contribute to the children's well-being and keeping safe initiatives.
- In years 5 and 6 the children all take part in **residential visits**. These visits help promote their team building skills, independent skills and life skills.
- **School Bank** (HSBC) encourages pupils to understand the economic issues and consequences of good money management.

- **Forest School** contributes to the child's understanding of the environment and promotes team building.
- **Small group evidence-led interventions** to support pupils' well-being are delivered to targeted group. These aim to support improved interaction skills, emotional resilience and wellbeing.
- **Hope Project**
- **TA 1:1 meet and great**

### **Pupils with medical needs**

Little Aston Primary School follows the Staffordshire County Council guidelines on the administration of medicines in school and works closely alongside a School Nurse. Should your child require medication to be administered during school hours, a care plan, (detailing your child's individual medical condition, requirements and action to be taken) and a medication administration form (detailing the exact medication and dosage) needs to be completed by the parent before medication can be administered. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014. Care plans will be available to all members of staff.

### **What training do the staff supporting children and young people with SEND undertake?**

Training is provided on three levels, awareness, enhanced and in some cases specialist. Awareness training for all staff on supporting pupils with literacy and numeracy difficulties, supporting pupils on the autistic spectrum, supporting pupils with speech, language and communication difficulties. Training is identified on the school improvement plan and dependent on the training needs of the staff.

### **How will my child be included in activities outside the classroom including school trips?**

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra- curricular activities, curriculum visits, visitors and trips. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **How accessible is the school?**

Classrooms are equipped with interactive whiteboards and networked PCs. The school also has a set of chromebooks and laptops, all of which are wireless and connected via the school's network. Additional resources for SEND pupils are secured via the local authorities Inclusion / SEND Support Teams or via the application to the local authority for additional educational needs funding. There is a facility for showering and a disabled toilet. Disabled parking is available in the staff car park. There are a number of disability access points.

### **How will the school prepare and support my child to join the school, transfer to a school or the next stage of education and life?**

A number of strategies are in place to enable effective pupil's transition. These include:

On entry. A phased transition programme is implemented in the term before pupils are due to start Reception. This includes opportunities for pupils to visit reception class to familiarise themselves with the environment and staff. Meetings are held with parents individually to ascertain any additional or special educational needs and adjustments or personalised transition are planned accordingly. Members of staff from our school visit the children in their pre-school / nursery setting to conduct observations as well as to seek the perspective of staff involved in noting achievements, strengths and development areas for each child.

Transition to year groups, at the end of the summer term there is an open evening where parents can meet the new class teacher. At the start of the term there is a "Meet the teacher" event for all parents to receive information on class expectations, including support from home for reading and homework. If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

Little Aston Primary School works closely with all settings to ensure that transition to or from our school is as smooth for the child as possible. The parents, child, head teacher, class teachers and all other parties involved with the child, share all relevant information and to plan next steps and appropriate provision. In addition to this transition, visits to the new setting can be planned, along with a transition passport or pack being provided. Transition meetings for pupils with an e EHC plan are held. The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers' e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

### **How is the decision made about which type and how much support my child will receive?**

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual.

### **How are parents involved in the school? How can I be involved?**

We believe that working together in partnership with parents ensures the best possible outcome for every child. Parental involvement is key to a child's educational and social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life. These include:

- Open days to view end of term topic work
- Parent evenings
- Termly SEND review meetings
- Theme days( where parents join us for workshops related to a topic being taught)
- Concerts in the autumn and summer terms
- Achievement assemblies
- Easter and Harvest services
- Opportunities to attend school trips
- Parents Workshops
- Parent APP

### **Who can I contact for further information?**

If you would like to know what provision is in place for your child or if you have any concerns that your child has some additional needs, please speak to your class teacher who can put a plan in place to support your child. You are also very welcome to make an appointment with the Senco or Head Teacher. Appointments can be made through the school office (0121 794 9350).

For complaints please contact the School Governors with responsibility for SEN. Their names are Jo Tibbins and Noreen Brain

Support services for parents of pupils with SEND include:

Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home>

Staffordshire Local Offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>