The Priory Primary School

Special Education Needs and Disabilities Policy

Mission statement

The Priory Primary School is a caring, inclusive school, at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and so be able to reach their full potential in all areas of school life knowing that they are cared for and supported.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND are valued, respected and are equal members of the school.

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need or Disability;
- All teachers need to be able to provide a differentiated curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs with the staff working together for the benefit of the children;
- Children with Special Educational Needs or Disabilities should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents of the children with Special Educational Needs and Disabilities;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the ‘Special Educational Needs Code of Practice’
Aims and objectives

We aim to provide every child with access to a broad and balanced education.

Our overall school aims include the following:

- To maximise each child’s potential and progress in all areas;
- To continuously raise levels of pupils attainment;
- To develop effective and enthusiastic learners;
- To promote constructive attitudes and values;
- To foster caring relationships in a secure environment.

In order to promote these aims the Special Needs Policy seeks to:

- Implement a clear and consistent policy on the identification and assessment of individual needs;
- Maintain an accurate system of record keeping;
- Maintain an on-going process of review and evaluation;
- Ensure a differentiated curriculum for a range of abilities;
- Encourage positive parental involvement at all stages of a child’s education;
- Ensure that there is a clearly identified channel of communication with the LA, family of schools and within the staff of this school;
- Make maximum use of the resources available for Special Educational Needs and Disabilities, both human and physical;
- Maintain an effective liaison with a range of external agencies.
Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools or early years settings attended prior to the child’s entry into The Priory Primary School.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are making progress and able to reach their full potential.

- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the Head Teacher and SEND Leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child’s progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school’s SEND work.

- **Work with outside agencies** when the pupils’ needs cannot be met by the school alone.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing a range of opportunities for pupils’ opinions to be heard and taken into account. Pupil participation is a right. All children are encouraged to participate fully in the life of the school.

New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. As a consequence of this the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England is being reformed. A new SEND Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website:

www.education.gov.uk/schools/pupilsupport/SEN
Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr Phillip Butcher (Head Teacher)
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs J Ryan (SEND Leader)

Arrangements for coordinating SEND provision

The SEND Leader will hold details of all relevant SEND Support records such as provision maps, IEPs or alternatives for individual pupils.

All staff can access:

- The Priory Primary School SEND Policy;
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils’ special educational needs

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

A child or young person has SEND 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 of 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 or would do so if special educational provision was 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.
• Practical advice, teaching strategies, and information about types of special educational needs and disabilities
• Information available through Sandwell’s SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school’s SEND provision. In this way, relevant staff will have complete and up-to-date information about pupils with special needs and their requirements which will enable them to provide for their individual needs.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Admission of children with special educational needs is considered in line with our admissions policy, which can be found on our website. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. We also recognise that some children have needs beyond those that we can cater for. We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs.

Transition from KS2 to KS3

• Discussion about transition for SEND pupils begins at the year 5 review meeting for transfer to KS3.
• Plans for those pupils with SEND requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
• Extra visits to schools can be arranged for pupils with SEND, where applicable
• At the end of year 6 the Transfer Form will be completed and passed on together with other records relating to the child.

Facilities for pupils with SEND

Reasonable adjustments have been made to improve accessibility. We have a combination of a two and one floor buildings which are both wheelchair accessible and disabled toilets large enough to accommodate changing. We have wide uncluttered corridors and wide doors which make all areas of the building accessible. We have designated disabled parking spaces in the car park.
Extra curricular activities are accessible for children with SEND.

We strive to ensure that equipment and activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility.

**Identification of pupils needs**

The school recognises the importance of the early identification and assessment of SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

Staff assess each child’s current levels of attainment on entry to the school, either by carrying out their own assessments or by referring to information from the child’s previous educational setting.

Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SEND Leader work together with parents/carers to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEND support that is required.

Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

All information gained is used to inform planning in order to aid progress.

**Areas of Special Educational Needs**

Pupils are added to the SEND Register at a level called ‘SEND Support’ when they meet the criteria for SEND under one of the four categories listed below.

- **Communication and interaction**

  Children with SEND may have difficulties in one or more of the areas of speech, language and communication. They need help to develop linguistic competence in order to support their thinking, as well as their communication skills. Children with communication and interaction difficulties are likely to need support in developing social relationships.
• Cognition and learning

Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation.

Children with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspect of learning. A discrepancy between achievement and general intellectual ability may indicate that a child has a SpLD although they can occur across the whole ability range.

• Social, mental and emotional health

For some children difficulties in their emotional and social development can mean they require additional and different provision in order for them to achieve.

A wide range and degree of mental health problems might require special provision to be made.

These difficulties may be displayed through a child becoming isolated, withdrawn or exhibiting challenging, disruptive or disturbing behaviour.

• SENDsory and/or physical needs

There is a wide spectrum of SENDsory, multi-SENDsory and physical difficulties that affect children across the ability range. These children may require a variety of adaptations to ensure they have access to learning.

The school has a **Graduated approach** to the management of Special Educational Needs

**Quality First Teaching**

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately differentiated work to meet each child’s needs and aid the pupil’s academic progression
- set suitable learning challenges, responding to pupils diverse learning styles.
• monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
• closely monitor any pupil who has been identified as possibly having SEND in order to gauge their level of learning and possible difficulties
• inform and engage with parents about their child’s progress and development and the circumstances under which they are being monitored.
• continue to monitor any pupil who has recently been removed from the SEND list
• formally record that the child is under observation and parents will be informed of this.
• share information about progress and development with the parent(s) at parent meetings. The frequency of these meetings is dependent on the individual child’s needs and progress being made.
• consult with the SEND Leader as needed for support and advice

**SEND Support**

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SEND Leader, should assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents and with parental consent the child’s name will be added to the school’s 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 overcome barriers to learning and enable the child to make progress. The support provided consists of a four – part process:

• Assess
• Plan
• Do
• Review

This is an on-going 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 the most effective in supporting the pupil to achieve good progress and outcomes.
Review of the child’s progress will take place at pupil progress meetings/parents evenings and will take account of the impact and quality of support and interventions, the pupil’s and parents views. Where necessary and appropriate, in conjunction with the SENDCO, support/interventions will be revised based on the pupil’s progress and development.

The pupil’s needs will be assessed using a variety of sources: the class teacher’s knowledge and assessment of the pupil’s progress and attainment; comparisons with peers and national data; the parents’ views and experience of the child; the pupil’s views and if appropriate, the views of an external support service.

Teacher, SENDCO, parent and child (if appropriate) agree on interventions and support to be put in place. Expected impact and review are discussed. Staff who work with the child are informed of needs, support and teaching approaches/strategies required.

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 main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.
Referral for an Education, Health and Care Plan

If a child has complex needs requiring complex arrangements they may undergo a Statutory Assessment Process which can be requested by the school, a parent or other professionals. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SEND Leader
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.
Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, Sandwell LA will provide an EHC Plan, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved 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 pupil. 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

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Leader and class teacher will consult with the child’s parents and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment.

The school curriculum is constantly under review through the monitoring of planning, work scrutiny and data analysis. Pupils contribute to this review through pupil interviews.

The school has a detailed provision map which is fluid to meet the needs of all pupils with SEND(D).

Inclusion of pupils with SEND

The Head Teacher oversees the school’s policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services if required.
Evaluating the success of provision

The success of our provision for children with SEND(D) is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

Complaints procedure

- Any complaint concerning the operation of the Special Educational Needs Policy should be directed to the SEND Leader /Head Teacher in the first instance, who will carry out a thorough investigation.
- If parents remain dissatisfied they should follow the procedures laid out in the school’s Complaints Policy.

In service training (CPD)

- The SEND Leader maintains an up-to-date knowledge of SEND matters through regular training. This is extended to other teachers and the SEND team (Learning Support Assistants) through internal training arrangements and external courses as appropriate. Wherever possible training is in line with the Strategic Plan.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training is prioritised according to the needs of pupils on roll.

Our school takes part in training programmes such as:

- Speech and Language
- Courses related to pupils’ particular needs, eg Autism, SPLD, (Specific Learning Difficulties)
- Induction Training
- Intervention training

Supporting Pupils at School with medical conditions

- The Priory Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and
physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, stating their special educational provision and ensuring that the SEND Code of Practice:0-25 years (2014) is followed.

- The Priory Primary has a strict policy regarding the administration of medicines on the school site. If a child needs medication during the school day, parents and carers should take the medication to Reception. They will be required to complete a form, authorising school staff to administer the medication. Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. Several members of staff are trained as First Aiders.

- ii) Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) and Circle Time.

- iii) All children are encouraged to share any worries by talking to a member of staff and / or their parents and carers. If further social / emotional support is required, this can be arranged through the SEND Leader

**Wellbeing**

We try to support the emotional and social development of all our pupils, including those with SEND. Our staff are caring and have the wellbeing of all children as their top priority. Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education.

All children are encouraged to share any worries by talking to a member of staff and / or their parents and carers. If further social / emotional support is required, this can be arranged through the SEND Leader.

Where appropriate, we work with parents to get support from external agencies, including the Parent Support Adviser, Family Support Worker or Child and Adolescent Mental Health Service. We take any suggestion of bullying very seriously and act in strict accordance with the school’s anti-bullying policy.
After any incident, the child is given an opportunity to reflect on their behaviour with a member of staff. Where a child is perceived to be at risk of exclusion, we endeavour to work closely with parents/carers and any appropriate external agencies, to introduce strategies to reduce the risk. This may include a Behaviour Plan which identifies issues, targets and support. The plan is written with the child and shared with parents and carers.

**Links to support services, other agencies and voluntary organisations**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

The Priory Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Head Teacher and SEND Leader are responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

**Working in partnerships with parents**

The Priory Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child’s progress through progress reports, parent’s evenings and provision review meetings. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil’s needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

A child may have a Statement of SEND or an Education Health Care plan (EHC Plan) and this will be formally reviewed at least annually.

Details of The Priory Primary School’s provision for Special Educational Needs can be found in the Special Educational Needs Information Report on our website.

More information on what is available to children with SEND and their parents/carers.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Children and Families Act 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers’ Standards 2012
Reviewed: November 2019

Next Review: September 2020 (Earlier if there is a significant change to policy)