



## **SPECIAL EDUCATIONAL NEEDS POLICY**

*For Whole School including Early Years Foundation Stage*

### **OVERVIEW**

Any learner may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of learners in accordance with the Code of Practice for SEN (2014). All staff have a responsibility for maximising opportunities and achievements for all learners - specifically, all teachers are teachers of pupils with special educational needs. This policy will be used to ensure that funding earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

### **COMPLIANCE**

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

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice (September 2014)
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2013)
- Teachers' Standards (2012)
- Children and Families Act (2014)

All staff have a responsibility for maximising opportunities and achievements for all learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.

### **Aims and Objectives of this Policy**

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

### **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are encouraged to be involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting
- self-review their progress and set new targets

In addition, pupils who are identified as having SEN may be invited to participate in:

- SEND reviews and setting of Support Plan targets
- regular meetings with named adults
- working with well-being support workers
- nurturing groups
- Annual reviews

### **Context**

All children have a right to learn. For some children this will be more difficult than for others.

At Raeburn, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience - thus developing the whole child, academically, socially, physically morally, emotionally and spiritually.

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.*

*SEN Code of Practice (2014: Para 1.24)*

### **Through our SEND policy we aim to:**

- provide the highest possible standard of education for all pupils
- raise aspirations of pupils with SEND, and those working with them, to be ambitious for their success and well-being
- ensure all pupils have every opportunity to achieve their full potential

### **We will achieve this by:**

- ensuring pupil progress is tracked systematically and action is taken to address need at an early stage
- identifying those with special educational needs
- ensuring all class teachers are well trained and equipped to support different additional needs
- keeping up to date with research and best practice
- working in a co-operative, 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.
- listening to pupils and parents, working in partnership with them, respecting their views and concerns
- building capacity within the school to recognise and support a wide range of need on a day to day basis
- promoting children's self-esteem and emotional well-being and helping them to form and maintain worthwhile relationships based on respect for themselves and others

- offering quality provision which meets needs, is value for money and leads to good outcomes.

## **Definition of Special Educational Needs**

-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:*

- *Have significantly greater difficulty in learning than the majority of children of the same age: or*
- *Have 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 above or would do so if special educational provision was not made for them.*

## **Identifying Special Educational Need**

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our pupils, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Raeburn Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- parent/carer
- child
- class teacher
- widening gap or failure to close a gap between self and majority of peers
- feedback from service providers
- records transferred from another school
- base line and on-going assessments
- EYFS/KS1/KS2 results
- assessment
- pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

### 1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as hearing impairment, and those who demonstrate features within the autistic spectrum.

### 2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

### 3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

### 4. Sensory and/or Physical Needs

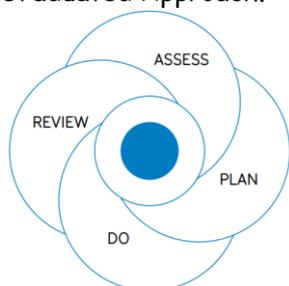
This includes children with sensory, multi-sensory and physical difficulties.

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

reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

### Supporting Children with SEND - A Graduated Approach to Support

The 'Assess, Plan, Do, Review cycle' underpins our school's Graduated Approach as is used to inform the school's Graduated Approach.



The provision for children with SEND is split into four 'Tiers' of support and we use Wirral's 'Graduated Approach' to scaffold this support. The Wirral Graduated Approach can be found here:

<https://www.sendlowirral.co.uk/news/wirral-graduated-approach>



#### NEEDS ASSESSMENT

Intensive Targeted Support alongside application for full needs assessment when all reasonable adjustments have been made and CYP requires further support in order for needs to be met.

#### TARGETED SPECIFIC SEND

Support in place for CYP, including external agency and provision if needed. This is built upon the previous stages and continues to include Assess Plan Do Review Cycles and parent carer communication.

#### EARLY SEND SUPPORT

Early identification of SEND support needed with quick and adaptive response for reasonable adjustments using Assess Plan Do Review Cycles and parent carer discussions to inform support and provision needed to meet needs of CYP.

#### UNIVERSAL OFFER

For all CYP including the universal offer of support and quality first teaching strategies to support all CYP at every stage of their development

Tier 1: Universal Offer

Quality First Teaching is an entitlement for every child.

Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and supported with school resources. Assessment for learning, attention to learning styles, preparatory and over-teaching will resolve many issues for learners. High quality teaching adapted to individual needs is the first step in responding to pupils who may have SEN. The school regularly and systematically reviews the teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual adapted curriculum offer, to enable the pupil to learn more effectively.

Expected progress can be defined in a number of ways:

- It closes the gap between the child and peers
- It prevents the attainment gap from growing wider
- It is similar to that of peers starting from the same baseline but less than that of the majority of peers
- It matches or better the child's previous rate of progress
- It demonstrates an improvement in self-help, social or personal skills
- It demonstrates improvements in the child's attitude and behaviour for learning
- It makes progress towards individualised targets outline on Support Plans

## Tier 2: Early Support

Teachers will identify the specific support needed to address the pupils' weaknesses. A record will be kept of support and outcomes. Progress will be reviewed at parents' evenings twice a year and at pupil progress meetings with the Headteacher/Deputy and SENDCO. At this stage support is devised and delivered by school staff using formative assessments and early assessment materials and is known as *School Support/School Monitoring*.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent social, emotional and mental health difficulties which are not modified by the positive behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## Tier 3: Targeted Specific SEND

Where a child continues to have difficulties, despite quality support and early targeted support, advice will be sought from the SENCO/SLT initially and then if further support is required, external services. This stage is known as *Specialist Support* and involves outside agencies in advising and/or working to assess the nature of the need and helping plan more specific support. It will be important to record all external advice and support received - this will be kept in the child's file and copied to the SENDCO.

During this stage, some children may have a One Page Profile to outline their specific SEND needs. Where the school recognises that the support for a child is significant and a child has sustained learning issues, they may be added to the SEND register and an Individual Support Plan written.

Should a child fail to make progress, despite quality teaching, targeted interventions and specific targeted work, it may be necessary to apply for additional 'Tier 3' funding to secure further support in the short term.

## Tier 4: Needs Assessment

In some cases, children will have a wide range of complex issues, including health and welfare, which are impacting on their education. Where the need is such that significant support is needed from a range of sources, an application will be made to the Local Authority for an Education, Health and Care plan, which will be drawn up in consultation with parents, child and services. This will be reviewed annually. The school will be responsible for managing any funds received unless stated otherwise on an Education, Health and Care Plan.

## Supporting Children and Families

We listen to and act upon the concerns of parents. All staff are alert to the pressures that parents and families may be under because of a child's needs. We actively encourage parents to support their child through positive attitudes, giving user friendly information and effective communication. We work in partnership with parents, recognising their knowledge and expertise in relation to their child. We will make parents aware of the Parent Partnership Services available as part of the LA Local Offer and keep our school website up to date with relevant information, including the school's SEND Offer which is updated annually.

The views of the child with SEN will be considered at all stages of support so that they understand why they are working in a particular way and what the expected outcomes are.

Further information can be found on the Wirral website (<https://www.sendlowirral.co.uk/>) about the Wirral Local Offer, which outlines service provision in the county and support available to parents and children with SEND.

## National Tests

Children entering SATs tests will be considered for access arrangements or withdrawal from the tests if their special needs are such that they could not attempt the tests without additional provision. The SENDCO/Assessment Lead/Headteacher will make the necessary arrangements in line with statutory guidance.

## Transition

At Raeburn, we hold a 'Transition Day' during the summer term where children get to meet their teacher for the following year, learn about the curriculum and have any questions answered. An enhanced transition programme, where necessary, is put into place for SEND children to ensure a smooth and successful move is made into the next class, or next school.

Children transferring to High School have a planned transition programme. SENDCOs liaise and records are passed on.

Children entering school in F1 or F2 visit the school prior to the beginning of the new school year. Parents meet the teaching team and pass on information relevant to the development of their child. Pre-school providers involve the SENDCO and class teacher in pre-school meetings for children causing concern.

If the school is alerted to the fact that a child may have a difficulty with learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum.

## Managing Medical Conditions

The 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 children may also have special educational needs and may have an Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Raeburn, we support children, where possible, with medical conditions. Staff will be trained as need arises.

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. The LA is the admitting authority for Raeburn Primary School. Schools cannot refuse admission to pupils

with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility. The LA makes the final decisions on admissions.

### **Facilities for Pupils with SEN**

Raeburn Primary school complies with relevant accessibility requirements. The building can be accessed by wheelchair users and includes a disabled toilet.

### **Responsibilities**

The SENDCO (in collaboration with the Headteacher) has responsibility for:

- ensuring the day to day operation of the school is in line with the Special Educational Needs and Disability Policy
- advising class teachers
- liaising with external agencies including, educational, medical, social and voluntary services
- deployment of Learning Support Assistants and Teaching Assistants to meet the need of children with additional needs
- monitoring effectiveness of support and services
- ensuring parents are fully involved in positive outcomes for their children's learning
- implementing a programme of annual review
- overseeing records of all children with SEND
- liaising with relevant schools to ensure smooth transition between phases and places of education;
- liaising with the SEN governor and keeping abreast of national/local developments through network meetings and relevant training

Teachers are responsible and accountable for the progress and development of pupils in their class at all stages of SEN support. At all stages, teachers work to develop independent, confident learners. They are responsible for managing support staff and resources in their class and liaising with parents.

The Governing Body endeavours to ensure the best possible provision for Special Educational Needs at Raeburn Primary School. All governors understand their duty of care.

The SEN Governor has responsibility to:

- assist and advise the governing body on fulfilling its Special Educational Needs and Disability responsibilities.
- ensure children with Special Educational Needs and Disabilities are included in activities with other children, so far as this is reasonably practical and compatible with good education for all.  
ensure budget allocation takes account of staffing, training, resourcing requirements for individual children.
- be aware of the implementation and effectiveness of the school's policy.

### **Training and Resources**

Training needs are identified by staff themselves or by SENDCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENDCO attends LA briefings, SEN conferences and Local Cluster meetings to keep up to date with local and national developments and to share best practice.

### **Monitoring and Evaluation**

Pupils' progress is monitored using standardised tests as well as teacher assessment. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are regularly evaluated for their effectiveness.

### **Complaints**

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the SENDCO, and then the Headteacher, who will try to resolve the matter and can advise on formal procedures for complaint. At all stages parents are able to seek advice from Parent Partnership Services <https://wired.me.uk/>.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We aim to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **Equality Statement**

At Raeburn Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against.

### **Review**

The policy will be reviewed /updated annually.

**This policy should be read in conjunction with the school's Curriculum Policy; Teaching and Learning Policy; Assessment, Record Keeping and Reporting Policy; Marking Policy and Lesson Planning Policy; Health & Safety Policy; Inclusion & Accessibility Policy; Accidents Policy; First Aid Policy and the Administration of Medicines Policy.**