



Grangetown Primary School

SEN Policy

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Introduction

At Grangetown Primary School we are committed to providing all children with quality first teaching, appropriate to their individual needs. All children, whatever their ability, gender, ethnic origin, social background or disability, have access to a broad, balanced, relevant and differentiated curriculum. We recognise that pupils learn at different rates and that there are many factors that influence achievement and attainment. Many pupils, at some time in their school career, may experience difficulties which pose barriers to learning; these may be long or short term. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. Our school sets high expectations of all of pupils in all areas of school life.

Inclusion at Grangetown Primary School aims to reduce educational failure and maximise potential for all children by supporting children's holistic development and helping to remove barriers to achievement. We will provide effective learning opportunities for all children based on their individual needs. We are proud to be an inclusive school, with the needs of pupils with a Special Educational Need/s and or disabilities being met within our mainstream setting wherever possible and within our Learning Support Base – The ARC.

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’

Policy objectives

In order to meet the special educational needs of our children at Grangetown Primary School we must

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources, including support staff, effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs through Assertive Mentor Meetings.
- provide ongoing training for all staff working with children with SEN.
- support the Every Child Matters agenda within the school.

The SEN team at Grangetown Primary School

The SEN Governor

Mrs A. Whitley is the current Governor with responsibility for SEN at Grangetown. Mrs Whitley has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision.

The Special Educational Needs Co-ordinator (SENCO)

Miss C. Mott (Deputy Head) is responsible for the arrangements for SEN provision throughout the school.

The Special Educational Needs Co-ordinator for Grangetown Primary School is Miss C Mott, (SENDSCO Award) and also a nominated teacher for Child Protection (CP), Looked After Children (LAC) and a member of the Senior Leadership Team (SLT).

The SENDSCO will:

- Work in conjunction with staff to identify and monitor children who have SEN
- Attend termly meetings with each year group to review progress
- Oversee the SEN records of all children on the SEN register
- Arrange for assessment, where appropriate and ensure parents are informed
- Liaise with external agencies e.g. Educational Psychologist, Health and Social Services
- Work with Head Teacher, SLT and SEN Governor evaluating information and informing them of any issues

Vulnerable Pupil Support Team

At Grangetown Primary School the needs of our pupils are monitored by a team of people:

Miss C Mott – SENDSCO

Mrs L Ackerley – Pastoral Manager & DSL

Miss H Taylor – ARC Class Teacher

The SEN Support Staff & Teachers

The school employs TAs & Teachers to support the SENCO in delivering learning programmes within the mainstream setting to children with SEN throughout the school.

These TAs & Teachers work with individual children and with small groups on very specific intervention programmes. They meet with the class teacher to assess, plan, do and review, and to adapt the learning programmes they are delivering, if necessary. This is then reviewed with the SENCO during Pupil Progress Meetings

Within the ARC two TAs are employed to support the teacher with the delivery of teaching and learning on a morning and inclusion on an afternoon.

Children with statements of SEN or EHCP are supported on an individual basis by TAs employed by the school from the funding delegated by the LA for this purpose.

The school also employs a Counsellor for two days per week, she offers children a time to talk. The children are referred to the service by their class teacher, TA or another member of staff. She also supports parents through the process and has offered counselling to families. The school also employs a Pastoral Care Support who monitors attendance and works on a daily basis in school with individuals and small groups to support

their emotional and behavioural needs. The SENCO meets regularly with the Counsellor and the Pastoral Care Support to identify any issues that need addressing.

Admission arrangements

Pupils with Special Educational Needs will be admitted to Grangetown Primary in line with the schools admissions policy.

In line with current LA policy a place at Grangetown is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Specialist SEN Provision

Learning Support Base (ARC)

Grangetown Learning Support Base has 15 KS2 places that are available to the cluster of schools. Children are admitted to the base through panel which is held termly. The provision focuses on learning needs and caters for children with a range of SEN, including; communication & interaction, cognition & learning, social, emotional and mental health difficulties and sensory and physical needs. The children are admitted onto the school role and if they live out of the area they receive transport to and from school. They also receive inclusion into their year class group (see inclusion provision map)

Access to the school environment

Grangetown is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is a special toilet and bathroom facility which includes a changing bed. Ramps have been installed into the EYFS building and the main entrance.

Access to the National Curriculum

All class teachers, the SENCO, SEN Team and SEN support staff carry out an ongoing process of assessment, planning, doing and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class - VAK.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties.
- alternative means of accessing the curriculum through ICT, and use of specialist equipment, iPads.
- disapplication to tests if not appropriate.
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.

- access to the school's Counsellor and Pastoral Care for both children and parents.
- In-Service training for all staff on the needs of children with SEN.

Access to the full life of the school

All pupils whether they have a special educational need or not will be involved in the full life of the school. This includes the following –

- Trips
- Homework
- Clubs
- Assemblies
- Plays/productions
- Extended provisions/breakfast club
- Swimming
- Sports teams
- Residential

Resource allocation

Resources for non-statemented provision for SEN at Grangetown are funded according to an LA formula. The funding covers the cost of the staffing, resources and training needs for SEN in all Key Stages & ARC. These funds also cover the cost of supply cover for class teachers attending mentor meetings.

Resources for children with Statements of SEN or EHCP are delegated directly to the school from the LA. Each statemented child is allocated a set amount of hours 1:1 depending on their individual need. The school uses this funding to employ support in the form of a Teaching Assistant.

All children with statements & EHCP receive an annual review from a Redcar and Cleveland SEN Team. Some children require interim reviews that can take place throughout the year. In addition the school “buys in” regular visits throughout the year from specialist LSS (Learning Support Service) & BSS (Behaviour Support Service) teachers to work directly with the child or to advise the staff.

Money is also delegated from school budget to support children with emotional and behavioural difficulties. With this the school employs Counsellor and Pastoral Care Officer who support in pastoral care and attendance.

Identification and assessment

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. At Grangetown we recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. We identify children with SEN as early as possible, by assessment at the start of the Foundation Stage Year and through screening by speech and language.

The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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 with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, 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 displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), 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 educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Throughout the school we monitor and track the progress of all children by an ongoing process of assessing, planning, teaching and reviewing. Children with SEN may be identified at any stage of this process during their school life. In the

Foundation Stage and Years 1 and 2 the assessments used are:

- Year 1 Phonics Assessment
- The Foundation Stage Profiles
- The P scales learning and behaviour
- Assertive mentoring assessments
- Key words tests
- RWI six weekly assessments of progress
- Pupil progress meetings
- Assertive mentor meetings
- Half termly assessments of progress
- Annual Teacher Assessment sheets for both core and foundation Subjects
- The end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the P scales, LSB working outside the national expectations for their age group
- Key word tests
- Assertive mentor meetings
- Assertive mentor assessments
- APP
- Pupil progress meetings
- half termly assessments of progress including the end of Year Optional SATs tests in Years 3, 4 and 5 in English and Maths
- the NFER Group Reading Test at the start of each school year
- annual Teacher Assessment sheets for both core and foundation subjects.
- the end of Key Stage 2 SATs tests

The “triggers” for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the “graduated” approach, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that Year group
 - the attainment gap between the child and his peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- the classteacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing – by multi agencies
- emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes & counselling.
- self-help skills, social and personal skills inappropriate to the child's chronological age.
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- other adults concerns eg from medical services, Educational Psychologist, Children Services, Learning Mentor, School and Children's Centre Family Liaison Officer

The Graduated Response

Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, “Identified Concerns”.

SEN Support

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of

inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress, through pupil progress meetings.

An Individual Education Plan (IEP) is written by the classteacher and the SENCO for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and with the parents. The IEP is also sent out to the parents. Progress towards the targets is discussed at Parent's evenings, mentor meetings, open afternoons or by request at other times through discussions with the classteacher or SENCO.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

If a child continues not to make adequate progress at the SENCO will ask for help from specialists outside agencies. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, OT, Speech & Language, the School Nurse, EISB for behaviour, and specialist teachers from the LSS & BSS. With their help strategies which are **additional to or different from** those at School Action will form the basis of future IEPs.

At the level of SEN Support parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO or Pastoral Care.

Request for an Education Health & Care Plan (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. The school is following Redcar and Cleveland's transition timetable which will ensure all statements will become EHC plan. Parents will be informed in advance of this transition review and will have an opportunity to discuss the process with the SENCO.

Arrangements for integration

Involvement of outside agencies/links with other agencies and voluntary organisations

For those children with statements of SEN or EHCP funding the involvement of outside agencies is specified on the statement or advice. These may include:

- a specialist teacher in the identified area of need
- a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist
- an Educational Psychologist

Children without additional funding may also receive input from:

- the Educational Psychology Service
- a specialist teacher for sensory impairment, for communication disorders or for physical disabilities

- EISB
- the Medical services, including CAMHS and TAMHS
- the Social Services, especially for Looked After children, CP & CIN
- the Traveller Service
- OT
- LSB
- LSS
- BSS
- Speech and Language
- Counselling

Liaison within the school

The SENCO shares information about pupils with SEN with

- class teachers and TAs
- the Senior Management Team
- the School Improvement TLR teachers
- the SEN Team
- the curriculum team co-ordinators
- assessment co-ordinators
- the member of staff responsible for child protection issues
- the school's Pastoral Care Officer
- the School Counsellor
- EISB Teacher
- LSB Teacher

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA. The school governors are also informed of courses on disability and SEN issues and are invited to attend.

The SENCO regularly attends courses on SEN issues run by the LA and has the SENCO qualification. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEN. She attends the local SENCO "Cluster" meetings which are run by the SEN advisory team to discuss local and LA issues which affect SEN provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Links with other schools

The SENCO, the Foundation Stage class teachers and the EYFS Coordinator arrange meetings when they are informed of a child with SEN who will be starting school at Grangetown. When a child already has a statement they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENCO provides information to the local feeder Secondary Schools about children with SEN who have chosen to go there. For statemented pupils the SENCO arranges a meeting with the SENCO

from the chosen Secondary School, the class teacher at Grangetown, the parents and the child during the summer term prior to transition.

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 IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly open afternoon meetings. Class teachers, the SENCO & the Pastoral Manager have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The LA has an SEN Family Liaison Officer who acts independently of schools to inform and support parents of children with SEN.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at 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 talk first to the child's classteacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. 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 responsible for SEN.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made. They are entitled to support from the Family Liaison Officer.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.

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 will be 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 IEP reviews/mentor meetings
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress
- successful requests for additional funding at statement level

Evaluating the success of the SEN Provision

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.
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LA to support the child's needs at statementing levels.
- 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.

Links with other services

LA

Schools Special Needs Officer for children with SEN

Educational Psychology Service

Specialist teachers from LSS & BSS

Clinical Psychologist

CAMHS and TAMHS

Physiotherapy Service

Occupational Therapy Service

Speech Therapy Service