

# Euxton Church of England Primary School

## SEND Policy



### Mission Statement

Within the framework of a Christian foundation and community, we intend that each child should progress as far as possible in gaining the knowledge, skills and attitudes essential for a balanced life whereby choices are made according to sound critical judgement. We would wish each child to gain a sense of achievement and develop to their potential.

### Objectives

- To promote early identification of pupils with Special Educational Needs.
- To give all children the greatest possible access to the curriculum.
- To provide a broad, balanced and differentiated curriculum which will enable all pupils to achieve and make progress.
- To provide supportive environments within classrooms and encourage teaching strategies that will enable children with Special Educational Needs to be integrated and included as much as possible.
- To create a climate of warmth and support in which self-confidence and self-esteem can grow.
- To use a variety of assessment procedures to ensure that children's progress, however modest or difficult to discern, is recognised.
- To keep parents fully informed at all stages and work in close partnership with them where possible.
- To develop and maintain effective relationships with support services and external agencies.
- To develop effective and manageable procedures for recording and monitoring pupils progress.
- To meet the requirements of the Code of Practice.

### Philosophy

At Euxton C of E Primary School we aim to provide the best possible education for every child within a caring and Christian environment. To achieve this we strive to treat children as individuals, involving them in their own learning and making time to listen to children so that they can express what they may find difficult or frustrating and why. Equality in schools can easily be misinterpreted as every child being treated exactly the same; however, Christian teaching emphasises the need to get alongside each person and then help and support them at the level at which they are working. Whilst most children will be able to cope with work at a similar level as that expected for their age group, many children need work to be differentiated and approximately 1% of children at Euxton CE Primary School need individually tailored lessons (these children are likely to have full statements or Education, Health and Care Plans (EHCs)) for SEND written by the Local Authority). A further 10% of pupils

have mild to moderate learning difficulties. These children have Individual Educational Plans (IEPs) which are regularly reviewed (coming off the school's SEN register if their needs have significantly diminished). Children who have struggled academically for a number of years often have low self-esteem and may be poorly motivated. For children with special educational needs, we try and boost self-esteem and use scaffolding to help increase levels of motivation, whilst simultaneously putting in a programme of support to help the child's special needs.

In the appendix at the end of this policy there are flow charts which show examples of how children with different levels of special educational needs may be supported in school.

If a child is receiving extra support in school, this does not automatically mean that they have a special educational need, they may well be purely receiving a short term 'boost' to assist in increasing the rate of the progress they are making in, for example English or maths.

### **Roles and Responsibilities**

#### **The SEN Governor**

Mr Matt Parker is the SEN Governor. He 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. School must make an annual report to parents on the school's current SEN provision.

#### **SENCO**

The current SENCO is Mr Nick Ward, supported by Miss Kirstin Lewis

The SENCO is responsible for:

- The day-to-day operation of the school's SEN policy.
- Supporting teaching staff in planning individual programmes of work and advising on use of resources.
- Developing systems for monitoring and recording progress made by pupils towards targets set.
- Providing INSET and staff training when necessary.
- Developing effective liaison with external agencies.
- Maintaining the school's SEN register and overseeing the records on all pupils.
- Keeping the governor for SEN up to date with any changes and issues with SEN
- Liaising with parents of all pupils with SEN when necessary and informing and supporting parents concerning SEN issues.

Whilst the SENCO is responsible for the overview of provision, it is the class teacher's responsibility to provide for SEN children within their year group and to plan for differentiated work where it is needed.

### **Admission Arrangements**

The governing body operates a system of equal preferences under which they consider all preferences equally and the Local authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will

allocated places using the criteria set out in our admissions policy which can be viewed on the school website.

Euxton C of E Primary School has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is oversubscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school.
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

(Disability Rights Commission: Code of Practice For Schools 2002)

### **Access**

In line with the 2002 SENDA and the 2006 DDA, the Headteacher and governors of the school have put into place an Accessibility Plan and a Disability Equality Scheme.

### **Access to the School Environment**

Euxton C of E is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual impairments. There is a special toilet facility and a disabled car parking space. For more details, please see the school's local offer on our website.

### **Access to the National Curriculum**

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.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support is provided where the child's needs require this.
- The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's approach to professional development for all teaching and support staff
- The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are achievable and yet which demonstrate high expectations. Potential areas of difficulty are identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national

curriculum. All class teachers, the SENCO and support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. 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.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal groups and 1:1 teaching by teachers and trained support staff.
- Accessibility to resources to support learning and to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT and use of specialist equipment
- Peer group support through mixed ability groupings in some lessons
- Use of positive behaviour strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to extra-curricular clubs and to the social life of the school.
- In-service training for all staff on the needs of children with SEN

### **Access to Information**

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, enlarged print, use of diagrams and pictures and Braille.

Information about our school is available on the school's website:  
[www.euxton.lancs.sch.uk](http://www.euxton.lancs.sch.uk)

### **Allocation of Resources**

- The school receives money from the LEA to help to support children who have full statements for SEN. The amount of money for each child on a full statement varies according to the special needs of that child. At Euxton CE Primary School we spend all of the allocated money on the individual child's needs; indeed, the school frequently spends more money than it receives on providing support for children with full statements.
- Expenditure for fully statemented children can be on resources, staff training, support in class by a teaching assistant and/or specialist teacher input.
- Other children in school may have mild special educational needs and these children will receive in-school support, for example attending 'catch up' groups, which are led by TAs throughout the school day or direct support from teachers during Big Read. This is organised after consultation with the child, the child's parents and teacher.

## **Identification and Assessment of Children with SEND**

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 him or her. A child of school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Disability is defined as “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”.

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs;

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.

It is important that a child with Special Educational Needs is identified as early as possible. The Reception Class teacher liaises with the pre-school groups and is informed of any children who are causing concern. In the Reception Class assessment takes place at the beginning and the end of the year using PIPs. Throughout the year assessment will take place both formally and informally and where appropriate PIVATs will be used. Any child causing concern may be identified at a later stage by the class teacher. Using the assessment resources outlined below, children may be added or withdrawn from the school's SEN register at different times during a child's time at primary school.

At Euxton CE we have a significant number of new pupils moving into classes other than Reception. When a new pupil joins, the child's records from the previous school are requested on the same day as they arrive at Euxton CE Primary by the school clerk. However, because records can take a number of weeks to arrive, all new children take the WRATT test within the first three days of arriving. Any resulting literacy and numeracy difficulties are then discussed between the child's teacher, the SENCO, the parent and the child.

Class teachers are encouraged to share concerns about individual children at any time during the school year with the SENCO, not just during staff meetings designated to SEN & when writing Individual Educational Plans (IEPs).

### **Assessment Resources**

We monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any

stage of this process during their school life. In addition to teacher assessment, we use a wide variety of resources, including:

- Baseline Assessment in the Foundation Stage and the end of EYFS Profile Assessment
- PIPs at Y1, Y2, Y3, Y4, Y5 and Y6 (PIPS test results indicate rates of progress in learning in maths and English)
- Nelson Reading Test YR – Y6 (this has a particular focus on reading vocabulary and gives children a reading age)
- Schonnel Spelling Test Y1 – Y6 (this gives a spelling age)
- Year 2 and Year 6 SATs
- Teacher assessments against KLIPs grids (Key Learning Indicators of Performance) for reading, writing and maths
- ARMA tests in maths (benchmarked against other schools)
- Keyword recognition and spelling YR – Y4 (these tests ensure that children know the high frequency words that they are expected to know for their age group)
- Phonic checklists YR – Y6
- WRATT test

### **Provision**

Provision for children with special educational needs is a matter for the whole school.

‘All teachers are teachers of children with special educational needs.’  
(SEN Code Of Practice)

### **Graduated Approach**

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4 part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

#### **1. Assess**

The class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. This might include the use of specific SEND assessment frameworks, dependent upon the child's need. This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and the effect of interventions is monitored.

#### **2. Plan**

The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Individual Education Plans will be used to record the agreed objectives for the child, along with the support that they will receive.

#### **3. Do**

The class teacher will remain responsible for working with the child on a daily basis, even where the interventions involve group or one-to-one teaching away from the main class. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

#### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs.

Provision maps are used within school as an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

#### **Education, Health and Care Plan (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment. When making an education, health and care assessment local authorities must consult the child and his or her parent, or the young person, and take into account their views, wishes and feelings and any information provided by them or at their request Local authorities must also gather advice from relevant professionals. The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks. Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

#### **Annual Review**

A statement or EHC plan will be reviewed at least annually.

The annual review should aim:

- To assess the child's progress towards meeting the objectives specified in the statement and to collate and record information, which the school and other professionals can use in planning their support for the child.
- Assess the child's progress towards meeting the targets agreed following the making of the statement (in the first annual review) and the targets set at the previous annual reviews.
- To review the special provision made for the child.
- To consider if the statement is appropriate in the light of the child's performance during the previous year and any additional special educational needs which may have become apparent in that time.
- If the statement is to be maintained – to set new targets for the coming year.

#### **Integration within the School as a Whole**

At present all children with Special Educational Needs are integrated into the school as a whole. There are no children who attend special centres part-time. Children who have special educational needs, however complex, have much to offer their peers at

school. The Christian ethos of the school is one of inclusion and each child in school is cherished, whatever their needs. The school admission policy reflects this attitude towards children with SEN.

### **Partnership With Parents and Pupils**

Children will be involved in discussions about their educational needs and about their targets and progress at all levels, wherever possible. Children with complex special needs and those with speech difficulties will still be consulted about how they view their learning, progress and what types of targets would be appropriate, using different mediums of communication. This is in line with guidance from the Local Authority (Dec 2005) and follows on from the principles laid out in the 1989 Children's Act.

Parents of children with SEN are kept fully informed of the provision that is being made for their child. They are always welcomed to discuss their children's educational needs with their child's class teacher or the SENCO. Individual Educational Plans are discussed with parents and involvement of the Educational Psychologist always requires prior parental consent.

Parents can provide invaluable knowledge, skills and support time for their child and it is essential that communication between home and school is effective and frequent. Children with a full statement of educational needs often have a home school diary which helps ensure that there are opportunities to share important information, concerns and to let parents aware of the small but vital steps that their child is making in lessons.

### **Arrangements for Considering Complaints about Special Educational Provision within School**

Parents are encouraged to communicate with staff whenever they have any concerns about their children. If the concern cannot be resolved, the class teacher will inform the SENCO and the Headteacher. The parent will be invited to meet with the Headteacher who will endeavour to sort out the problem to the mutual satisfaction of the parents/persons making the complaint to the school. However, if the complainant is still not satisfied the matter may be referred to the School Governors who themselves will consider the issue further.

If a parent wishes to make a complaint about the provision for SEN which they believe has not been adequately dealt with by the appropriate teacher, SENCO and headteacher, then they should speak with Mr M Parker or write to the Chair of Governors.

### **Arrangements for SEN In-service Training**

County courses are attended by the SENCO when possible and as appropriate. Teachers and TAs also attend courses run by the LEA. In-service training for all the staff is carried out as required by:

- Passing on relevant information, for example staff meetings, handouts, INSET
- Talks by other professionals, for example School Nurse & Ed. Psychologist
- Reading different research for different types of SEN
- Communication with teaching staff at Special Schools

## **Links with Outside Agencies and Services**

### **LEA**

Educational Psychologist  
Pupil Monitoring Teacher  
Case Worker

### **Medical Services**

Speech and Language Therapy  
School Nurse  
Occupational Therapy  
CAMHS

## **Social Services and Educational Welfare Services**

Where needs are identified social services and health services are contacted. The school is regularly visited by the Educational Welfare Services and support is provided as required, e.g. home visits where there is concern about a child.

Educational Welfare Officer: Susan Robinson

### **Lancashire Parent Partnership**

Parent partnership, offering independent, free advice for parents of children with SEND:

Monday to Friday 8am to 5pm Tel: 0300 123 6706.

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

### **Lancashire Pupil Referral Service**

A child who exhibits social, emotional and behavioural difficulties will initially be placed on the SEN register. Where in-school strategies have failed to achieve positive outcomes the PRS may give guidance to enable the school to adjust its approach.

## **Transition Arrangements**

When a child moves onto the next stage of their education, or moves school at any point during their school life, planning and preparation for the transitions will take place. To support transition, the school will share information with the school or other setting the child or young person is moving to. Schools will agree with parents and pupils the information to be shared as part of this planning process.

### **Early Years Settings**

The SENCO and Foundation Stage Class teacher arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Euxton C of E. When a child already has a statement or EYAP funding they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

### **High Schools**

Visits are made by high school staff to co-ordinate smooth transition for Y6 pupils, especially for SEN children. A meeting is held between parents, class teacher, SENCO and high school staff to discuss the needs of children on the school's SEN register. Review meetings take place in the Autumn term for Y6 pupils when the high school SENCO is invited to attend.

**Other Policies to Consider**

Inclusion

Behaviour

Disability Equality Scheme

K Lewis, Updated January 2017