



Euxton CE Primary School

SEND Policy



'In our Christian family we all SHINE in the light of Jesus.'

Reviewed: January 2025

Next review date: January 2026

Vision Statement

'In our Christian family, we all SHINE in the light of Jesus.'

Strong Christian ethos, built upon Christian values.

Happy memories - a fun, loving and caring place.

Inspirational teaching and learning; high expectations.

Nurturing, safe environment - all valued and success celebrated.

Everyone working as a team; all proud to belong. 'Let your light shine' Matthew 5:16

Responsibility for the coordination of SEND provision

- The person(s) responsible for overseeing the provision for children with SEND and for co-ordinating the day-to-day provision of education for pupils with SEND is Helen MacDonald (SEND CO)
- The person responsible for reporting on SEND to the Governing body is Mrs Beth Palmer.

These people can be contacted at:

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

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.

For children aged two or above, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

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'. 'Long term' is defined as a year or more and 'substantial' is defined as 'more than minor or trivial'.

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

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health Difficulties
- 4) Sensory and/or Physical Needs

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.

Aims and Objectives

As a fully inclusive school, we at Euxton CE Primary School are committed to meeting the special educational needs of all pupils and ensuring that they make progress. In line with our vision statement we have the following aims:

- 1) To 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 early year's settings prior to the child's entry into the school.
- 2) To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Headteacher/SENDCO 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.
- 3) To monitor the progress of all pupils to support the early identification of pupils with SEND. Continuous monitoring of pupils with SEND by their teachers will help to ensure that they are able to achieve the best possible outcomes.
- 4) To work in close partnership with parents and families to gain a better understanding of their child, and to involve them in all stages of their child's education.
- 5) To work collaboratively with and in support of outside agencies when the pupils' needs cannot be met by the school alone. These may include: SEN

Advisory Service, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, other health professionals

- 6) To create a school environment where pupils can contribute to their own learning. This means encouraging a climate where pupils feel safe to voice their opinions of their own needs, and are always included in the monitoring and reviewing of their progress.
- 7) To include all pupils in all aspects of school life regardless of their specific needs. Pupil participation is encouraged through school by wider opportunities such as school council, educational visits, school clubs and productions, sports teams
- 8) To ensure there is access to a Special Educational Needs Co-ordinator (SENDCO) to support children, families and staff to ensure the best possible outcomes for children with SEND
- 9) To provide support and advice for all staff working with special educational needs pupils and to ensure all staff are aware of the individual needs of pupils
- 10) To allocate a governor with a responsibility for SEND
- 11) To provide a curriculum, school building and information accessible by all.
- 12) To set targets for all pupils that are both achievable and challenging
- 13) To work within the guidance provided in the SEND Code of Practice, 2014

This policy reflects the school values in relation to children with SEN and disability. The school has a positive philosophy of including children with SEND, as we are convinced of the mutual benefits for all children and staff in learning to work together regardless of ability or disability. We believe that all children are entitled to a balanced, broadly based curriculum, which includes the statutory National Curriculum.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At Euxton CE Primary School we believe that any additional need should be identified and supported as early as possible in order to achieve the best possible outcomes for that child.

The SEND Code of Practice 2014 identifies 4 broad categories of need:

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

The purpose of early identification is to put in place appropriate intervention and support to help reduce or remove barriers to a child's learning. We aim to identify the needs of pupils by considering the needs of the whole child, not just their special educational needs.

At Euxton CE Primary School we adhere to Section 19 of the Children and Families Act 2014 which makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- The views, wishes and feelings of the child or young person and the child's parents
- The importance of the child or young person and the child's parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

At Euxton CE Primary School we monitor all children's progress termly and use a range of assessments so that we can identify all children who are not making expected or better progress. Parents, carers and pupils are then invited to discuss and review the progress made and targets will be set. Special educational needs provision is provided in addition to the excellent quality first teaching, adaptation and a broad curriculum where all can succeed. Euxton CE Primary School recognises that all teachers are teachers of children with SEND. It is the teacher in the classroom that will make the biggest difference to children with additional educational needs, and that teachers can be well supported by additional interventions and programmes in groups or as individuals led by teaching assistants and other adults.

Quality First Teaching and the process for identifying additional needs

Quality first teaching is teaching that focuses on inclusive and high-quality teaching for every pupil in a classroom, resulting in all children engaged and involved in their learning. This will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional or different to this.

- a) Class teachers are responsible and accountable for the progress and development of the pupils in their class.
- b) Any pupils identified as falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will have specific interventions planned to support areas of development and progress will be monitored.

- c) Any pupil identified as possibly having additional needs/SEND will be closely monitored to assess their level of learning and possible barriers to learning.
- d) The class teacher will provide learning opportunities to support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- e) The SENDCO will be consulted if appropriate for support and advice and may observe the pupil in class.
- e) Through these actions it can be determined whether any additional special provision may be needed.
- f) As the people who know their child the best, the parents of the child will be invited into school to discuss any concerns and provide further information to school to help with the identification of the most appropriate provision for the child. Opportunities for discussion with the child will also be provided so that their input on what the barriers to their learning might be can also be considered. The class teacher and the SENDCO will consider all of the information gathered from discussions and assessments
- g) The child will be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register.
- h) If specialist support is required, school will access specialists from the Local Authority or parents will be signposted to access specialist support from other agencies such as health.
- i) Parents' evenings are used to monitor and assess the progress being made by children. Other parent meetings can be called at any time at the request of school staff or parents.

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and remove barriers to pupil achievement.

Pupils are only identified as having SEND if they have not made adequate progress once they have had quality first teaching and personalised interventions. SEND support will usually begin if, despite receiving quality first teaching and a sustained level of support, a pupil makes less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing appropriate literacy/numeracy skills
- Has emotional/behavioural problems that substantially impede own learning presenting barriers to learning
- Has communication or interaction problems that impede the development of their language skills or of social relationships
- Has sensory or physical needs requiring additional specialist equipment or visits/ advice from specialists

Where pupils continue to make inadequate progress, despite quality first teaching targeted at their areas of weakness, the class teacher, working with the SENDCO, will assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement between teacher, SENDCO and parents about the SEN support required to support the child.

SEN SUPPORT IN SCHOOL

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the school SEND register in the new category of SEND Support in school (this replaces categories of School Action and School Action +). The aim of formally identifying a pupil with SEND is to help school ensure that effective and appropriate provision is put in place to help remove or reduce barriers to learning.

An Individual Education Plan will be developed collaboratively between the teacher, other staff, pupil and parents. These will detail specific targets and desired outcomes for the child, strategies to help achieve these outcomes, provision made, success criteria and date for review. There are opportunities for the child and everyone working with the child to contribute to the setting of targets and the evaluation of the provision.

This ongoing cycle forms the **graduated approach** to SEND support and consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be evaluated and revised as the needs of the pupil grows or changes. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good outcomes.

In accordance with the Code of Practice 2014, at Euxton CE Primary School we adopt the **graduated approach** to SEND support

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views are really important and where relevant, advice from external support services will also be considered. Any parental concerns will be taken into account and compared with the school's information and assessment data on how the pupil is progressing.

If necessary additional support and intervention will be planned for a pupil in order to support a pupil achieve good outcomes. To ensure that this support and intervention matches need and is effective in reducing or removing barriers to learning, this analysis will require regular monitoring and evaluation. If external support is already involved they will contribute to this assessment process.

Plan

Planning must be specific and support the needs identified during the assessment part of the cycle. Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required with a clear date for review. Parental involvement may be sought, where appropriate, to help reinforce learning done in school.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

This is the implementation of the agreed interventions. The class teacher remains responsible for working with the child on a day-to-day basis and they retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. The class teacher will work closely with teaching assistants and to plan and assess the impact of support and interventions and ensure links with classroom teaching. Further support or advice will be provided by the SENDCO where appropriate.

Review

All interventions will be monitored and reviewed on a regular basis. The review process will evaluate the impact and quality of the support and interventions. It will take into

account assessments as well as the views of the staff working with the child, the pupil and, wherever possible, their parents. The class teacher, with the SENDCO will then revise the support and outcomes based on the pupil's progress and development making any necessary amendments from feedback provided in consultation with parents and the pupil.

If appropriate, children on the SEND register are supported through sessions with specialist staff in school or by specialist teachers from the Inclusion and Disability Support Service (IDSS). If it is felt that school is unable to fully meet the needs of any pupil through our own provision in school, a referral may be made to an outside agency (such as speech and language therapists, educational psychologists) for their support in school. The school maintains close links with the Educational Psychologist Service, the Local Authority, medical and social services. Where concerns are raised about a child's progress or performance, these agencies provide advice and support upon the request of the school.

INDIVIDUAL EDUCATION PLANS

Every child on the SEND register has their own Individual Education Plan. This details the identified needs of the child, strategies to support the reduction or removal of barriers to their learning and has measurable targets to support the child towards clear, positive outcomes to be achieved in a specified timescale. These are used on a daily basis and are monitored and evaluated regularly by staff working with the child, the class teacher and the SENDCO.

Pupils, parents, class teacher, support staff and the SENDCO, as well as any outside agencies involved with the pupil, are all involved in putting the Individual Education Plans (IEP) together and in the evaluation of progress towards agreed outcomes. Children will have their IEPs renewed at least termly and more often in Early Years and Key Stage if considered necessary.

This cycle of evaluating and monitoring ensures an active process of continual renewal and improvement of the provision for all pupils at Euxton CE Primary School.

WORKING IN PARTNERSHIP WITH PARENTS

Parents are a valued and important member of the whole school approach and ethos we aim to foster in our school. Euxton CE 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 appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents have valuable knowledge and information about their children and can support the development of their children in school and at home. It is important that they are included in all discussions at the earliest opportunity about any concerns school may have about the progress their child is making. The nature of the child's difficulties will be discussed fully and the parents encouraged to provide any extra information which may be of use in developing a personalised approach to their child's learning.

Parents will be invited to contribute to their child's Individual Education Plan targets in any way they feel able. Parents will be invited to target setting and review meetings and will receive copies of their child's Personalised Learning Plans once agreed. Their contributions on the achievements made by their children are recorded on the Individual Education Plans.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

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. The school's SEND governor may be contacted at any time in relation to SEND matters.

SPECIALIST SEND PROVISION – LINKS TO SUPPORT SERVICES

Our 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. Although we have staff with a range of skills and experience in teaching children with SEND, we will seek specialist SEND support and training from SEND services where necessary.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

COORDINATING SEND PROVISION

The SENDCO is responsible for day-to-day operation of the school's SEND policy and will hold details of all SEND records for individual pupils.

All staff can access:

- The school SEND Policy
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, Individual Education Plans and targets set
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- advice provided by outside agencies
- Information available through Lancashire Education Authority SEND Local Offer

This means that every staff member will have complete and up-to-date information about all pupils with special needs and disability (including medical conditions) and their requirements which will enable them to provide for and support the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to ensure the effective coordination of the school's SEND provision.

ADMISSION ARRANGEMENTS

Admission arrangements for children with SEND are the same as for all children, and are clearly stated in the school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

If children are identified by parents or other agencies as having special educational needs or disability before starting school, a meeting will be arranged between parents/carers and the SENDCO to identify individual needs and targets.

Please refer to the information contained in our admission policy.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

In line with Lancashire County Council's SEND Local Offer and our school local offer (published on the school website) Euxton CE Primary School provides equality for all its pupils. The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN and Education, Health and Care Plans. The Headteacher informs the governing body of how the funding allocated to support SEN has been employed. The SENDCO/ Headteacher and Leadership team meet regularly to agree how to use funds directly related to statements and EHC Plans

All schools in Lancashire LA receive funding for pupils with SEND in these main ways:

- a) The base budget which covers teaching and curriculum expenses for all pupils in school

- b) The delegated SEND budget (based on the Local Authority formula) which covers additional support in school for children identified with SEND
- c) Specific funds allocated for pupils with statutory statements/ Education, health and Care Plans

Where school feel there is further support required which needs additional funding [(C) above], the SENDCO will make individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for any further funding. It would then be the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

If a child has lifelong or significant difficulties, or if from assessments by school and outside agencies it is thought that a child has SEND that require a higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. 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 an Education, Health and Care Plan will be taken at a progress review meeting.

Any application for an Education, Health and Care Plan will combine information from a range of stakeholders which may include, for example:

- Parents
- Teachers
- SENDCO
- SEND governor
- Support staff
- Social Care
- Educational psychologist
- Health professionals

Information will be gathered from the assess, plan, review, do, process and submitted to the Local Authority for consideration by a panel 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.

Further information about EHC Plans can found via the SEND Local Offer and at www.lancashire.gov.uk/send

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, if it is decided that the child's needs cannot be met by the support that is ordinarily available in school, an EHC Plan will be provided by Lancashire County Council. The school and the child's parents will be involved developing and producing the plan.

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. See www.lancashire.gov.uk/send

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 as well as representatives from the Local Authority and any outside agency which may be involved with the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

TRAINING AND RESOURCES

- The governors will ensure they are kept fully up to date of their statutory responsibilities by attending training sessions and receiving regular updates from the Head/SENDCO. This is often initially through the curriculum committee meetings.
- The Head/SENDCO will keep fully up to date about special educational needs through attendance at training and cluster meetings.
- The SENDCO will attend specialist training with outside specialists to develop their knowledge and skills.
- Other staff will be kept up to date informally by the Head/SENDCO and formally at staff meetings and training.
- All staff in school will undertake Level 1 CAF training. The Headteacher/SENDCO will be the schools' trained CAF members of staff.
- Support staff will have access to training courses and will regularly review their needs with the SENDCO.
- The Headteacher will report training undertaken in the termly Headteacher's report to the Governing Body.

Resources to support learning are purchased through class teachers, subject co-ordinators or the SENDCO. In-school resources are allocated via priorities identified through the School Improvement Plan and the annual budget. Additional resources, subject to budget provision, are allocated to support staffing of the school as a whole to ensure the appropriate climate, class size and response to all individual needs.

ACCESSIBILITY FOR PUPILS WITH SEND

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out to ensure access is appropriate.

Euxton CE Primary School follows all statutory responsibilities required in SEN and Disability Act 2001. For further details about accessibility in school please see the following documents on our school website:

- School local offer
- Accessibility plan
- Disability Equality scheme

The Headteacher, members of the Senior Management team (including the SENDCO) and all teaching staff at Euxton CE Primary School are always happy to meet parents and carers. This can be arranged by appointment or more informally if appropriate.

Equal Opportunities: Euxton CE Primary School is committed to providing and promoting equal opportunities for everyone within the school family. The Single Equalities Policy sets out how the governing body will ensure equality of opportunity for disabled people.

ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will support identification of SEND as well as the progress of all pupils.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available as far as possible where it is felt pupils would benefit from this provision. A full provision map is used to identify priorities and this is reviewed regularly to take account of changing needs

Appropriate individual targets that are challenging, yet achievable are set which aim to motivate pupils to do their best, and celebrate achievements at all levels.

SUPPORTING PUPILS AT SCHOOL WITH 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 in line with statutory guidance 'Supporting pupils at school with medical conditions' 2014. 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 with medical conditions may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are in place in school to support pupils at school with medical conditions. Please refer to our policy - Supporting pupils at school with medical conditions' available on the school website.

BULLYING

Bullying is taken very seriously in our school. Our Behaviour Management Policy is available on the school website. Anti-bullying days take place in school and PSHE sessions encourage children to think about the impact of their behaviour on everyone in the school community including learners with SEND.

ROLES AND RESPONSIBILITIES FOR THE INCLUSION OF PUPILS WITH SEND

The Headteacher is responsible for:

- overseeing the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school
- ensuring the school curriculum is regularly reviewed to ensure that it promotes the inclusion of all. This includes learning outside.
- for the school Local Offer and for signposting parents/carers to the Local Authority Local Offer
- for the management of financial and human resources
- monitoring the provision for SEND
- reporting to the governing body
- drawing up and monitoring the accessibility plan to ensure the building is accessible to all.

The SENDCO is responsible for:

- The day-to-day operation of the school's SEND policy and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school
- Maintaining and overseeing the SEND Register and other SEND records
- Liaising with parents of children with SEND
- Liaising with staff from outside agencies as appropriate.
- Ensuring relevant background information for children with SEND is collected, recorded and updated.
- Ensuring appropriate transition programmes are in place for children moving to different Key Stages, including transition to High School
- Reviewing policy documents for SEND.
- Attending appropriate SEND training sessions.
- Liaising with and supporting school staff with Individual Education Plans (IEPs), interventions and teaching and learning strategies appropriate for SEND

- Monitoring and tracking the progress of all children with SEND to ensure they are making appropriate progress.
- Ensuring that relevant resources are available.
- Liaising with the SEND governor
- To produce a provision map to support the SLT with allocation of resources to ensure appropriate provision is in place
- Identifying areas for development in SEND and contributing to school development plan.

The SEN Governor is responsible for:

- Liaising with Head teacher/SENDSCO regarding statutory responsibilities and ensuring that the policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within school
- Providing annual written report to full governing body and parents.
- Monitoring delivery and provision for children with statements/EHC plans
- Ensuring that pupils with SEND are fully involved in school activities

The Class Teachers are responsible for:

- The early identification of any pupil with SEND.
- Carrying out informal and formal assessments, where appropriate, to help identify SEND.
- Providing evidence which may help with assessments.
- Liaising with parents, SENDSCO, Headteacher, outside agencies as necessary.
- Planning to meet the needs of all children by providing an appropriately differentiated curriculum
- the day-to-day teaching of all children in their class and for the management of Individual Education Plans for children with SEND including assessing, recording and reviewing needs.
- Organising any available classroom assistance/support
- Supporting children with SEND with transition to the next class
- Ensuring all children with SEND have access to quality first teaching and that the curriculum is appropriately differentiated to account for SEND.
- Writing IEP's, with support from SENDSCO if required.
- Planning, assessing and reviewing all interventions
- Ensuring teaching and learning styles are modified to help remove or reduce barriers to learning.
- Teachers will endeavour to use a variety of teaching and learning styles to meet the needs of all children. This will include visual, auditory and kinaesthetic approaches. They will arrange for children to work in a variety of situations with adults; individually, small groups, large groups, partners, within and out of the classroom.

Teaching Assistants (TAs):

- TAs will be appointed by the Headteacher and governors to work alongside children with SEND under the direction of the classroom teacher.
- They will be involved in setting targets for Individual Education Plans, assessment and monitoring and reviewing progress towards targets.

- They will be offered opportunities for professional development, e.g. attending appropriate courses and INSET.
- Where appropriate, TAs will be invited to review meetings with parents.

STORING AND MANAGING INFORMATION

All confidential data is stored in line with the school policy on Information Management available on the school website

MONITORING OF THE POLICY

In accordance with our aims to provide high quality provision for children with SEN, the school is committed to evaluating its practice and provision for children. The success of this policy will be evaluated by using the following qualitative and quantitative judgements:

- The Headteacher/SENDCO will monitor the implementation of the SEN Policy
- The SEND Governor ensures the Governors legal obligations are met.
- The Headteacher will monitor weekly plans for evidence of planning for children with SEND.
- SENDCO and SMT will monitor formal assessments to track progress of pupils with SEND.
- SENDCO and class teachers monitor progress towards outcomes on IEPs
- Monitoring of progress by SENDCO and assessment co-ordinator
- Pupil reviews. All children and parents are involved in reviewing their IEPs and reflecting on their progress.
- Parental views. Parents/carers are invited to either come in to school or provide their comments in writing.
- Value for money (by monitoring pupil profiles and additional resource costs)

EVALUATING THE SUCCESS OF THE PROVISION

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings.

Pupil progress will be monitored regularly and at least on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on Individual Education Plans. These are updated by the class teacher and are monitored by the SENDCO. These reflect discussions and information from everyone involved with the pupil and are adapted following evaluations and assessments. Interventions are monitored and evaluated termly by the SENDCO and information is fed back to the staff, parents and governors. This helps to ensure provision is effective. A whole school provision map is also kept and regularly updated.

SUCCESS CRITERIA

In accordance with our aims to provide high quality provision for children with SEND, the school is committed to evaluating its practice and provision for children. The success of this policy will be evaluated by using the following qualitative and quantitative judgements:

- Early Learning Goals
- PIVAT profiles (Performance Indicators For Valued Assessment and Targeted Learning)
- Curriculum / SATS results
- Individual Education Plan targets evaluations
- Review of outcomes expected for children with SEN
- Monitoring of progress by SENDCO and assessment team
- Pupil reviews. All children are involved in reviewing their Learning Plans and reflecting on their progress.
- Parental views. Parents are invited to either come in to school or provide their comments in writing.
- Value for money (by monitoring pupil profiles and additional resource costs)

LINKS WITH OUTSIDE AGENCIES AND OTHER SCHOOLS

- Educational Psychologist - This service is used to assess children identified by staff as having significant difficulties in a particular area. In addition, the EPS provides training for parents/carers and teachers.
- IDSS (Inclusion Service) – provide specialist teachers. IDSS services are bought in when necessary, that is, when advice, resources and assessment are required to support a particular child or to fulfil statutory statement requirements.
- Speech and Language Therapists (SALT) – where children are supported by a SALT there will be regular liaison between the SALT and the school staff to ensure resources are appropriate and progress is maintained.
- Occupational therapists, physiotherapists and health visitors support children in school with physical difficulties and provide staff with advice for adapting resources and curriculum planning to accommodate these difficulties.
- If there is a concern about a child's health, behaviour or attendance, then the Attendance Officer, school nurse or CAMHS (Child and Adolescent Mental Health Services) will be contacted in consultation with parents.
- Links with secondary schools are established and SENDCOs from such schools are invited to transition reviews for children with statements. There are links between the feeding nursery schools and this school. The SENDCO and Reception class teacher attend a transition review of children entering school with a statement.
- Links with the Parent Partnership. Parent Partnership Services (PPS) are statutory services offering information advice and support to parents and carers of children and young people with SEN. (www.parentpartnership.org.uk)

COMPLAINTS PROCEDURE

Should a parent or carer have a concern regarding the special provision made for their child, they should initially discuss this with the class teacher. If the concern continues, then the SENDCO and the class teacher will work together to address the issue and hold a meeting with the parent. When the issue has been resolved, a monitoring system will be put in place, whereby the SENDCO will monitor provision and liaise regularly with parents to ensure they are satisfied with the outcome.

If the concern cannot be satisfactorily dealt with at this stage, it will be brought to the attention of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

BACKGROUND INFORMATION

Provision and support for children and young people with special educational needs and/or disabilities in England has been reformed under the Children and Families Act 2014.

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

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

One significant change arising from the reforms is that Statements of Special Educational Needs have been replaced with a new Education, Health and Care (EHC) Plan. More information can be found at:

www.lancashire.gov.uk/send

The Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Here at Euxton CE Primary School we have our own school offer too which can be viewed at:

<http://www.euxtonceprimary.co.uk>

REVIEWING THE POLICY

This policy will be reviewed annually.

Helen MacDonald (SENDCO)

Mairi Ash (Headteacher)

Beth Palmer (SEND Governor)

COMPLIANCE

This policy was written and developed in consultation with staff, governors, parents and families and complies with the statutory requirement laid out in the SEND Code of Practice, 0-25 guidance 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 2014

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions
April 2014

The National Curriculum in England Key Stage 1 and 2 framework document
Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012