



## Pauntley C of E Primary School

# Special Educational Needs and Disabilities Policy

### **Safeguarding- Child Protection**

Pauntley Church of England Primary School takes its duty for safeguarding our pupils very seriously. We comply with all government and local authority policies in this respect. We have a designated Governor (Mrs. Cathy Goodway) with responsibility for child protection. The Deputy Headteacher (Mrs. Branwen Tyler) is the Designated Safeguarding Lead (DSL) and all staff and visitors report any concerns to her.

Please refer to our Child Protection Policy for further details.

Pauntley Primary School is a small, fully inclusive school where each child is equally valued. We aim to enable all our pupils, whatever their ability or needs, to achieve their full potential and make a full contribution to school life.

### **Aims**

To value the uniqueness of each child, and to provide a curriculum designed to help all develop their abilities to the full.

To ensure that pupils with special educational needs and disabilities are able to take part in all school activities.

To ensure that all children are involved in decisions about them and their education.

To ensure that we involve parents and keep them informed about provision and progress.

To ensure that the arrangements made for children with special educational needs and disabilities are in line with the requirements in the Children and Families Act 2014, SEN and Disability Regulations 2014, Equality Act 2010 and the SEN Code of Practice 2014.

### **Definition of Special Educational Needs and Disabilities (SEND)**

"Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local educational authority.
- c) are under compulsory school age and fall within the definition at a) or b)."

There are four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and /or physical

In the Early Years there are five areas:

- Communication and Language
- Personal, Social and Emotional
- Physical Development
- Hearing Impairment
- Visual Impairment

### **Roles and Responsibilities**

The Head teacher, Mr Ward, is responsible for:

- monitoring progress
- setting the SEND budget
- monitoring SEND provision throughout the school

The SENDCO, Mrs Tyler, is responsible for:

- overseeing day to day operation of the school's SEND policy
- co-ordinating and evaluating the impact of provision
- liaising with teachers and support staff
- liaising with external agencies
- maintaining detailed records of provision.

- contributing to professional development of staff
- liaising with the SEND Governor
- deploying the SEND budget.

Mrs Tyler is also the Designated Safeguarding Lead.

The SEND Governor, Mrs Goodway, is responsible for:

- offering support and challenge in the development of SEN provision
- informing the Governing Body on SEND provision.
- using their school visits to inform herself about SEND support and provision
- liaising with the SENDCO about SEND systems and practices in school, as well as current and new initiatives and legislation.
- understanding how the SEND budget is used

The class teachers, Mrs Tyler and Mrs Greaves, are responsible for:

- identifying children with SEND
- meeting with parents and discussing concerns
- writing Pauntley Plans
- planning support sessions and activities
- collecting evidence of progress
- holding review meetings

The teaching assistants, Mrs Connelly, Mrs Jenkins and Ms Wright are responsible for:

- delivering support sessions and activities planned by the class teacher
- giving feedback to the class teacher about the outcomes of the session

Both class teachers have considerable experience of teaching children with SEND. They stay up to date with current practice and attend professional development when needed. Teaching assistants are also offered professional development when necessary.

**The ways in which we identify pupils with SEND are:**

**a) Before joining Reception**

All families are offered an informal home visit by the class teacher who is also the SENDCO to discuss any concerns they may have. The class teacher also visits pre-

school settings and discusses any issues with staff. If necessary the class teacher will liaise with external agencies, eg educational psychologist, health visitors etc.

#### **b) In School**

All teachers are teachers of children with SEND and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Screening or assessment materials
- Information from previous setting
- Information from parents.

The class teacher will share concerns with the SENDCO and both will work with other staff to organise appropriate provision.

#### **Mid-year or Key Stage 1 or 2 admission**

The SENDCO will liaise with staff from the leaving school and ensure that all paperwork is transferred.

#### **Provision for children with SEND:**

All children have a broad and balanced curriculum which is planned to take into account any special educational needs they may have.

We support children with SEND through:

- Using specially prepared learning materials
- The use of appropriate ICT equipment
- The deployment of teaching assistants
- Individual and small group teaching sessions
- Specialist equipment/resources
- Social skills programmes
- Seeking support and involvement from outside agencies

#### **The Special Needs Register**

When we identify that a child has SEND and this has been discussed with parents, we place them on the Special Needs Register. The criteria Pauntley Primary School uses is detailed below:

- A child is working one or more years behind their peers and not making adequate progress. This follows after interventions have been put in place when the child falls six months to a year behind their peers and is not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of support in order for them to access the same educational opportunities as their peers and that this support is required in order for them to make adequate progress.

### **Pauntley Plan and Pauntley Plan +**

All children in school have regularly set targets. If the class teacher and SENDCO feel that a child needs additional targets which address their specific special educational needs then they are given an individual plan called a Pauntley Plan. The targets on the plan are based on discussions between the child, class teacher, teaching assistant and parents. Staff will ensure that targets are:

**S**mart

**M**easurable

**A**chievable

**R**elevant

**T**ime limited

The Plan will focus on the Assess-Plan-Do-Review process involving personalised support, reviews and interventions.

Parents and the child are invited to review meetings which are held at least twice a year.

If it is felt that sufficient progress is being made the child will be removed from the Register. If insufficient progress is being made and other agencies will need to be involved the child will be given a Pauntley Plan +. This may involve new resources, support and outcomes.

If there are still concerns about progress the school, parents and child may agree to submit a request for an **E**ducation, **H**ealth and **C**are **P**lan. This will involve submitting evidence and asking for a statutory assessment.

### **Education Health Care Plans (EHCP)**

The majority of children with special educational needs have their needs met in mainstream schools. However, some children may require an Education Health Care

needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of a child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

One of the significant current changes arising from the new Code of Practice is the replacement of the current Statement of Special Needs, for those children with the most complex needs, with a new Education, Health and Care plan.

Children with existing statements will be transferred onto an Education, Health and Care plan. This new plan will provide the same statutory protection and rights as the statement.

### **Supporting pupils with medical conditions**

We work closely with parents to ensure that the pupil's needs can be met as much as possible. We arrange for medical experts to give training to staff and that all staff are aware of the pupil's condition. During absences from school due to the medical condition the class teacher will liaise with the parents and send work home. The class teacher also liaises with the hospital teaching staff if the pupil is admitted for an extended period.

### **The Local Offer**

As part of the new Code of Practice local authorities must publish a Local Offer, setting out information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

The Local Offer should cover:

- Support available to all children and young people with SEND or disabilities from universal services such as schools and GPs.
- Targeted services for children and young people with SEND or disabilities who require additional short-term support over and above that provided routinely as part of universal services.
- Specialist services for children and young people with SEND who require specialist, longer term support.

Schools are also required to be transparent in what their setting offers in terms of support for children with SEND. Further information is located on the school website under the heading SEND Information Report.

### **Funding**

The Age Weighted Pupil Unit (AWPU) is the sum of money provided to the school for each pupil on roll. This is the core budget and it is used to make general provision for all pupils, including those with SEN. Every school receives an additional amount of money to make special educational provision to meet the needs of children with SEN, including some children with EHCPs. This amount of money is called the 'notional SEN budget.' The school may receive top up funding if it has a child with high needs who has an EHCP.

### **Record Keeping**

We record all the steps taken to meet children's SEND. The SENDCO is responsible for these records and for making sure they are made available to others who need to see them. These confidential records are kept in the head teacher's office.

### **Monitoring and Evaluation**

Pauntley CE Primary School, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather relevant data, including:

- regular observation of teaching by the Head and subject leaders
- success in respect of individual targets/goals
- monitoring of teachers' planning
- tracking of children's work, including children with SEND
- monitoring by the SEND governor
- maintenance of records of reading and spelling ages
- pupil progress recorded using the Depth of Learning Index devised by Chris Quigley
- Letters and Sounds progress assessment

- Salford and Schonelle reading tests

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

### **Access to the curriculum**

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught for all, or most of, the week with their peers in mainstream classes by their class teachers and study the curriculum appropriate for their age. Following consultation with child and parents/carers, children may be offered additional one-to-one or small group support, possibly for a specified amount of time (for example, one term). This support may involve withdrawal from part of a lesson, but the aim would be to include the pupil back in the lesson as soon as possible. All teachers and learning support staff value inclusion, and in their planning and teaching they strive to:

- provide suitable learning challenges for all abilities
- meet children's diverse learning needs by adjusting teaching styles appropriately
- plan carefully so that appropriate interventions can be incorporated to meet individual needs
- remove the barriers to learning and assessment

With the support of the SENDCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Equality for different groups, including those with SEND, is monitored carefully. The school acknowledges that its practices make a difference. Because of this, the staff regularly review issues related to pupils with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Access to the wider curriculum**

In addition to the statutory curriculum, the school provides a range of additional activities. These include clubs such as Sports club, Forest School, Craft club and Nature Club. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

### **Working with Parents**



We believe that working with parents/carers is vital in helping children with SEND get the most out of their education. We develop good relationships with parents/carers and have an "open door" policy which fosters close communication and mutual respect. We welcome feedback from parents regarding any aspect of provision made for children with SEND.

### **Arrangements for dealing with complaints from parents/carers**

In the first instance, parents/carers' complaints about the provision or organisation of SEND support are dealt with through the procedures outlined in the School Complaints Policy.

If there continues to be a disagreement with regard to SEND provision, the LA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school.

Parents/carers may access the Parent Partnership Service and/or the LA's disagreement resolution procedures at any time during the SEND process.

Date of Policy: March 2015

To be reviewed: March 2017