

Ashton West End Primary Academy

Special Educational Needs and Disability Policy

Policy Document

Updated September 2017

SEND POLICY

ASHTON WEST END PRIMARY ACADEMY

This policy complies with the statutory requirement laid out in the SEND code of Practice 0 - 25 (July 2014) 3.65 and the revised special educational needs and disability code of practice: 0 to 25 years (January 2015) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND code of Practice 0-25 (July 2014) and the revised special educational needs and disability code of practice:0 to 25 years (January 2015)
- 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 July 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SEND Policy Development

Our SEND Policy has been developed to reflect the SEND Code of Practice (0-25 guidance) taking into account the ethos of our school and community.

This policy has been completed by Mrs S. Jones SENCo (a member of the SLT)

The SEND link governor is Miss Pizuti

The Head Teacher of AWE Primary Academy is Mr Cummings

Policy has been reviewed September 2017

The review date for the policy is September 2018

Our beliefs and values at Ashton West End Primary School

We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

At Ashton West End Primary Academy, we believe that every teacher is a teacher of every child, including those with SEN and/or a disability. We aim to provide a caring environment with high expectations and aspirations for every child.

Aims

The aims of this policy are:

- to raise the aspirations of and expectations for all children with SEN and disabilities;
- to provide a focus on outcomes for children;
- to have high expectations of all pupils including those with SEN and/or a disability
- to remove barriers to learning and participation, by using a flexible range of responses, in all aspects of the school by knowing and caring for each individual.
- to encourage all children to have a positive self-image and to have respect for others.
- to identify at an early age or as the child enters school, the children who need extra help and support.
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to provide high quality teaching for all children.
- to provide for individual children's needs by supporting them in various ways including whole class, individual and small group work.
- to endeavour to meet the individual needs of each child enabling each child to partake in, and contribute as fully as possible to school life.
- to ensure that Performance Management is linked to SEND provision and high-quality teaching.
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure that parents are actively involved in supporting their child's education;
- to respect our children by involving them in the process and listening to their views and aspirations.
- to provide access to and progression within the curriculum.
- to work with parents and other agencies to provide assessment, support and opportunities for those children with SEND.
- to use a variety of teaching strategies, which include different learning styles to facilitate meaningful and effective learning for all children.
- to assist and support all staff in the delivery of the educational entitlement and with the assessment of children who may have a special educational need. To provide training to staff as appropriate.
- To have in place a provision map.

Objectives

- To identify and provide for children who have SEND needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice, 2015.
- To operate a "whole child, whole school" approach to the management and provision of support for SEND.
- To provide a SEND Co-ordinator (SENCo) who will work with the SEND Policy.
- To provide support and advice for all staff working with SEND children.
- To provide children with opportunities to voice their opinions about their own needs.

- To provide quality first teaching for all the children.

Identifying Special educational needs at Ashton West End Primary Academy

At Ashton West End Primary Academy we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (July 2014) and the revised SEND code of practice January 2015.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age. (p.95 SEND revised Code of Practice 0-25 years January 2015)

There are four broad categories of SEN and these are also identified on our child referral forms to support teachers when they have concerns about a child.

* **Communication and interaction** -children with speech, language and communication needs who have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism are likely to have difficulties with social interaction, language and communication.

* **Cognition and learning** - support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

o social, emotional and mental health

* **Social, emotional and mental health difficulties** – children may experience a range of social and emotional difficulties which may manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder 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 multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability will also require additional ongoing support/equipment to access the opportunities available to their peers.

At Ashton West End Primary Academy we understand that individual children often have needs that cut across all of these areas and their needs may change over time. We identify

the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught in school. At Ashton West End Primary Academy, we understand that individual children often have needs that cut across all of these areas and their needs may change over time.

We recognise that there are certain factors which are not SEN which may impact on progress and attainment, these include attendance and punctuality, health and welfare issues, being in receipt of Pupil Premium Grant and being a looked after child. Disability-the code of Practice outlines the 'reasonable adjustment' duty for all schools and settings under current Disability Equality Legislation-these alone do not constitute SEN.

In some cases, where children are falling behind, it might not mean that these children need to be put onto our SEN register, but targeted intense intervention in the form of small group work focusing on an area of the curriculum would accelerate their learning. We provide accelerated learning groups in the afternoon.

What is a 'disability'?

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

A Graduated Approach:

Identifying children at SEN Support

'SEN support' is used in place of the terms 'School Action' and 'School Action Plus' in accordance with the 2014 Code of Practice and revised January 2015 edition. Some children may move on and off the SEN register during their time in school. Children often move off the register when their individual needs are met and no additional provision is required.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice and the revised SEND code of practice (January 2015) is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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

At Ashton West End Primary Academy we also use a number of indicators to identify childrens' special educational needs including:

- Close analysis of data including: EYFSP (Early Years Foundation Stage Profile); termly and annual assessments, including reading and spelling ages.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. □ Information from other services.
- Very close liaison at the outset with EYFS staff and the SENCO and parents.
- The progress of every child is monitored at termly pupil progress meetings.
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At AWE Primary Academy teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils is the first step in responding to children who have special educational needs. We regularly and carefully review the quality of teaching for all pupils, including those at risk of under achieving. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils. At AWE Primary Academy we also follow the guidance provided by Tameside Pupil Support Services in developing an 'Enabling Classroom'.

Where a child is identified as having a special educational need, we put in place effective special educational provision. The SEN support we provide consists of a four-part process: **Assess, plan, do and review.**

Assess

Where children are identified as not making progress even though they have accessed quality first teaching then a discussion will take place between the SENCo and the class teacher. The SENCo will ask the teacher to complete a referral form stating what they feel the area of need is. The SENCo will discuss with the teacher the interventions that have already been put in place and their impact on the child's learning. The SENCo will analyse data with the head teacher/teacher. This will include information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will also include high quality and accurate formative assessment using early assessment materials. The SENCo may administer an observation of the child and further discussions with the teaching staff/and or parents will take place. We would always take seriously any concerns raised by the child's parents. We would take into considerations any views of the child. The SENCo may also seek advice from a range of local services and educational psychologists. ISCAN (Integrated Services for Children with Additional Needs)

After undertaking a clear analysis of the pupil's needs, a decision will be made about whether a child will be added to the SEND register and reasons will be explained.

Plan

Once a child has been identified as having special educational needs, the SENCo will invite the parents to a meeting to:

- ask for parental permission for their child to receive SEN support and be placed on the register.
- discuss assessments that have been completed
- agree a plan and provision for a set period of time (appropriate to the child's need). This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

If a child is being added to the SEND register, parents/carers will be invited to a meeting to agree an Individual person centred plan, which sets out:

- An agreed plan of action, involving personalised target setting and success criteria to measure progress.
- The contributions to be made by the child, the parents/carers and the school.
- Expectations by the pupils, parents, the class teacher and SENCo.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meeting.

Do:

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. Teachers will work closely with teaching assistants and assess the impact of support and interventions and links with classroom teaching. It is also the responsibility of the class teacher to ensure that the child is given the opportunities to access the appropriate resources. Support with further assessment of the pupils' strengths and weaknesses and advising of the implementation of effective support will be provided by the SENCo and other professionals as appropriate.

Review:

Parents and children are invited to a meeting each term to review progress made, set targets and agree provision for the next term with the class teacher and SENCo. Where a child has received an assessment from an outside agency this will also be discussed with the parents.

The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupils and parents. The class teacher and SENCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

(Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meeting).

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to undertake further assessments and provide the appropriate support and interventions so that these barriers to learning may be removed.

Managing Pupils Needs on the SEND Register

All children on the SEND register will have an individual pupil centred plan, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve these. Other professionals who have contact with the child will also be recorded on the provision section of the plan. Class teachers, parents, pupils and the SENCo will all contribute to the plan. The plan is designed to be a working document which is updated to meet the current needs of the child. Formal review meetings will take place three times a year where parents and children will also contribute to the plan. Class teachers are responsible for evidencing progress according to the outcomes in the plan. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Criteria for exiting the SEN register at Ashton West End Primary Academy

The register will be audited, reviewed and up-dated on a termly basis by the SENCo. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SEN support. This decision will be made based on evidence from a range of sources and formative and summative assessment.

When a child stops receiving SEN support they will be monitored for a period of time to ensure they make the expected progress. They will then be removed from the SEN register.

All pupils will continue to be monitored every half-term and their progress will be discussed during progress meetings between teachers and the Head teacher. If a child's progress becomes a cause for concern at a later date, the process for identification of SEN support will resume and the child might be placed back on the register according to the outcome of the assessment process.

Supporting Pupils and Families at Ashton West End Primary Academy

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENCo is available to discuss the progress of children with SEND and act as an advocate for children and families.
- Tameside Council provide a local authority Local Offer. Details can be found at <http://www.tameside.gov.uk/localoffer>
- Our policy and our information report can be found via the school website.

- The SENCo at Ashton West End Primary Academy is able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group. We pass on the relevant SEN information and documents to the High schools and also take part in transitional discussions with High school staff.
- We support children and families to manage medical conditions in line with the child's individual needs and in accordance with the school policy.
- Where necessary, we lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families.
- We can also lead referrals to other services (e.g. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained.

Supporting Pupils with Medical conditions at Ashton West End Primary Academy

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have an 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 (2015) is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals.

Medical records are regularly kept up to date.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support and are receiving SEN support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is life long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Tameside Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see

<http://www.tameside.gov.uk/localoffer/families/ehcp>

How SEND is funded

There are three levels of support for pupils with SEND:

Universal level funding is provided on a per-learner basis for all those attending the educational institution. This is all known as element 1 funding.

Targeted level mainstream providers (Schools and academies) are expected to contribute the first £6000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

Specialist or personalised level top up funding above £10,000 (Elements 1 and 2) is provided on a per –learner basis by the commissioner placing the pupil.

As a mainstream school we are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum.

We have an amount identified within our overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for us to provide high quality appropriate support from the whole of our budget.

The SENCO, Head teacher and governing body establish a clear picture of the resources that are available to the school.

We are not expected to meet the full cost of more expensive special educational provision from our core funding. We are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. Tameside local authority, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold. This is taken from the SEND Code of Practice 2015.

Funding and personal budgets

*Parents/carers are entitled to request a Personal Budget if their child has an EHC plan or has been assessed as needing a plan.

*A Personal Budget is an amount of money our local authority has identified to meet some of the needs of a child's EHC plan, if their parents want to be involved in choosing and arranging a part of the provision to meet their child's needs.

*Parents/carers (or a representative) will need to agree this with Tameside authority. A Personal Budget can only be used for agreed provision in the EHC plan.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: Mr Cummings (Head teacher)

Member of staff responsible for managing Pupil Premium Grant and Looked after Children funding: Mr Cummings (Head teacher)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Mr Cummings (Head teacher)

Accessibility

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Accessibility plans can be provided, upon request, from the School Office.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all our staff at Ashton West End Primary Academy are encouraged to undertake training and development according to their particular needs. This might be in the form of in-service training or training from outside agencies.

Our SENCo is currently undertaking the SENCo National award and provides updates and information to staff.

All staff have been informed of the SENDGATE WAY resources.

Staff have access to The Enabling Classroom publication, published by the Tameside Pupil Support Services.

Responsibility for the co-ordination of SEN provision at Ashton West End Primary Academy

Governors

The Governor with responsibility for SEND is the Chair of Governors

The Governing Body has a statutory duty towards pupils with SEN and follows the guidance as set out in section 1 (iv) of the Code of Practice 2015. They maintain an oversight of this policy, the schools approach to provision and progress of SEN children, establishing the appropriate staffing and funding arrangements.

The Head teacher (Mr Cummings) is responsible for overseeing the provision for children with SEN.

The Head teacher has responsibility for the day to day management of provision for all children including children with SEN. He will keep the governing body informed and work

closely with the SENCO. The Head teacher reports to governors on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, use of involvement with parents, outside support services and agencies and resource allocation. The Head Teacher is also the designated Child Protection officer and responsible for pupil premium/looked after children funding.

The SEN Co-ordinator- The teacher responsible for managing our schools response to the provision we make for children and young people with SEND is Mrs S. Jones (SENCo) The SENCo has a fundamental role to play in providing for children with Special Educational Needs. It is her responsibility to ensure that the school's policy is put into practice, the agreed systematic process for the identification, assessment and provision for SEN is employed correctly and our SEN provision is monitored and evaluated.

The SENCO will also:

- Work within the guidance provided in the SEND Code of Practice 2015.
- Ensure the school's SEN Policy is monitored and reviewed annually.
- Co-ordinate the provision for children with SEN.
- Act as intermediary in the communication of information between parties involved with the child, Head teacher, parents, class teacher, teaching assistants and support services.
- Ensure evidence and information from education and health care is collated and stored appropriately.
- Ensure Single Service Referral Form/CAFs are complete and that the school's SEN records are maintained.
- Support and liaise with class teachers and teaching assistants, sharing developments in order to inform reviews and forward planning.
- Liaise with parents and governors.
- Monitor that the aims and objectives of Education and Health Care Plans and ensure these are being met.
- Provide advice and guidance for members of staff and parents where required.
- Purchase appropriate and stimulating resources to cater for special needs children within school.
- Contribute to the in-service training of staff to develop understanding and whole school approaches.
- Have involvement in the induction with new staff to inform them of School's SEN processes.
- Attend INSET to keep up to date on current issues.
- Monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.
- Review the support/teaching assistant timetable regularly with the Head teacher in line with current pupil needs.
- Support class teachers in devising strategies, drawing up Pupils Profiles, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.

- Observing how children access the curriculum in the classroom.

Class Teachers

The role of Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The ways teachers respond to children's needs include:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- Assessing and tracking pupil progress.
- Share Planning and liaise closely with the TA .

A whole school approach is fundamental to the schools' policy for children with SEN. All staff work together to develop and review the provision for pupils with SEN. The SENCO is available to provide support for staff on identifying, assessing and providing appropriate provision to meet a child's needs.

Teaching Assistants who support children with SEN.

The TAs have a crucial role to play in SEN provision within school. They deliver programs of work to children who require additional support. The children may be taught within the class setting or withdrawn for certain activities. SEN Teaching Assistants follow the targets set by teachers. They provide feedback to the class teacher on the progress of individual children. Teaching staff have the overall responsibility for monitoring the support the children receive and the progress the children make.

Partnership with Parents

A child's parents have a wealth of knowledge and information about their child. They can also provide a valuable source of support for their child's learning at home. Early identification of SEND through meetings, liaison with the SENCO and recognition of the importance of the parental role ensures the school involves parents in partnership.

It is important that parents and school work together to ensure that all children reach their full potential. The nature of the child's needs is discussed sensitively with parents and they are given the opportunity to provide any background information regarding external

influences which may be affecting their child. A child's strengths will always be discussed as well as goals they want to achieve.

STORAGE AND MANAGING INFORMATION

Information collected about a child's SEND will be treated as confidential and stored by the SENCO. Information will only be communicated to appropriate persons with the knowledge and agreement of the child's parents, the Head teacher or the SENCO once a single service request form/CAF is completed.

Confidential information regarding a child's SEND is kept in the SENCO's file in a safe place. The confidential information from it should not be removed without permission. If information on a child is required from the file, the information on that child only should be removed and returned promptly.

The file contains past and current reports/documents for individual children as well as current targets that the children are working towards. The class teacher should keep copies of current targets set and parents will be given copies of these half termly.

COMPLAINTS

The School follows Tameside's LA procedure for dealing with complaints.

If parents of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary involving the Head teacher. If still dissatisfied, parents would have the right to address the school's SEN Governor for consideration of their case by the Governing Body.

Bullying-We have a separate bullying policy.

Reviewing the policy

At AWE we will review the policy annually and amend it as appropriate. Given the climate of reform, Nasen recommends that our SEN policy is reviewed annually.

S.Jones

Reviewed September 2017

Approved by the Governing Body on the

