



## Special Educational Needs Policy

This SEND Policy is written to comply with the 2015 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

### **THE SEND TEAM AT LEFTWICH COMMUNITY PRIMARY SCHOOL**

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she knows the child best. Other more specific special educational needs questions can be discussed with the SENCO, Mrs Lynn Guy. An appointment can be made through the class teacher or with the school office.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Leftwich Community Primary School follows the S.E.N. Code of Practice 2015 definition.

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for him or her.

At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEN COP 15 Intro xiii, xiv)

There are four broad areas of need that school will plan for:

### □ **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. (COP 15 para 6.28)

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. (COP 15 para 6.29)

### □ **Cognitive 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 in mainstream; including moderate learning difficulties (MLD) and specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. (COP 15 para 6.30)

### □ **Social, Emotional and Mental Health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder or attachment disorder. (ADHD) (COP 15 para 6.32)

### □ **Sensory and/or physical needs**

Some children require special educational provision because they have a disability that prevents or hinders them for making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. (COP 15 para 6.34) Some children with a physical disability (PD) require additional ongoing support and

equipment to access all the opportunities available to their peers. (COP 15 para 6.35)

## **SEN at LEFTWICH COMMUNITY PRIMARY SCHOOL**

Our Objectives are:

- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest standard.
- To ensure all children participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To ensure co-production with the child, parents and members of the school community to find a shared solution.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Types of SEND which we currently have in school include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- **Communication and Interaction**  
Autistic spectrum, Speech and Language difficulties
  - **Cognitive and Learning**  
Dyslexia, Development Co-ordination Disorder, Moderate Learning difficulties, global developmental delay
  - **Social, Emotional and Mental Health difficulties**  
ADHD, ADD, attachment disorders, emotional difficulties, mental health Difficulties, Tourette's syndrome
  - **Sensory and/or Physical Needs**  
Visual impairment

## **IDENTIFYING CHILDREN AT SEN SUPPORT**

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress for all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 S.E.N. Code of Practice, 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

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

Otherwise, the child is placed at SEN Support on our SEN register.

Our peripatetic specialist teacher is able to undertake a range of standardised tests with children. We can use these assessments to add to inform teachers' understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. If Parents think their child may have ASD or ADHD or some other disability, please come into school and discuss with the SENCO. Cheshire West and Chester ask for referrals to the Community Paediatrician regarding behaviour to come from school rather than the G.P. School are familiar with completing this documentation and the SENCO often attends paediatric appointments with parents in order to give the paediatrician a more rounded view of the child's particular needs.

## **PARTNERSHIP WITH PARENTS/CARERS AND CHILDREN**

We aim to have good and informative relationships with all our parents/carers. If a child is experiencing difficulties; parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN. Once a child has been identified as having SEN, the class teacher will invite parents/carers to a meeting to:

- Formally let them know that their child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

### **PAPERWORK FOR CHILDREN AT SEN SUPPORT**

Once a child has been identified as needing SEN Support the following paperwork is completed:

- A SEND profile will be completed to record the child's summary of needs, strengths, difficulties and desired outcomes, any outside agency involvement if appropriate and ongoing assessments. The information will be updated during the year.
- Termly, targets which are included in the SEND profile will be reviewed and replaced with new targets if appropriate.

### **APPLYING FOR TOP UP FUNDING OR MOVING TO AN EDUCATIONAL HEALTH CARE PLAN (EHCP)**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for additional funding to increase the support school has already got in place or we may apply for the child to be assessed for an EHCP.

Generally, we apply for an EHCP if:

- 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 specialist provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHCP. Having a diagnosis (e.g. ASD, ADHD or dyslexia) does not mean a child needs an EHCP.

Some children may not be assessed for an EHCP but will be allocated TOP UP funding for a period of two years to allow extra support to be put into place and then this will be reviewed each year.

### **TEACHING AND LEARNING**

We believe that all children learn best with the rest of the class. Our aim is for all children to be working independently, in class to aim for 'everyday excellence'. Children

with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

### **ACCESS TO EXTRA-CURRICULAR ACTIVITIES**

As a fully inclusive school, all children participate in whole school curriculum and off site activities.

### **CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS**

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) the Family Support Worker, Sue Bain may become involved with the family and support the child through the process. We also have an emotional literacy support assistant. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

If the child is felt to have a long-term social, emotional or mental need, for example anger management the school offers a range of social skills, nurture interventions and 'Theraplay'. These are delivered by our trained ELSA or family support worker who have developed good trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and if there is cause, work with both the bully and the victim to improve their social skills.

### **COMPLAINTS PROCEDURE**

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint; the following procedure will be adopted

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCO
- 2) If the problem is not resolved, then the school's compliments and complaints procedure is followed.
- 3) The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

### **CESHIRE WEST AND CHESTER LOCAL OFFER**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cheshire West and Chester's Local Offer is available from the website

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page>