

'In the Pursuit of Greatness'

Respect, Enquire, Persevere

Paganel Primary School SEND Policy

The governing body has a responsibility to ensure the school has a qualified teacher as the SENCO.

Paganel Primary School

SENCO – Mrs Sue O'Hagan s.ohagan@paganelschool.net

SEN Governor Representative - Mrs C Richardson

Beliefs and values

At Paganel Primary School we recognise the gifts and needs of each individual as a valued part of our community. Although it may be considered that all children at some point in their education have individual special needs, there are groups of pupils throughout the spectrum of ability who have further and additional individual requirements. We are committed to working for quality and equality of opportunity for all pupils. We believe that every teacher is a teacher of every pupil; including those with SEND.

Principles

The principles in this policy reflect the key principles that underpin the SEND Code of Practice 2014. These state that the views, wishes and feelings of the pupil and their parents are valued and respected. The pupil and the parents will be able to participate as fully as possible in making decisions.

Aim

The Code of Practice 2014 (pg 4&5 xiii xiv) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Accordingly, the special education needs policy seeks to ensure that:

1. Individual differences in pupils are recognised and needs identified.
2. Each pupil receives the best education possible and achieves their full potential.
3. Children with SEND will be offered a broad, balanced and relevant education.
4. All parents, pupils, support agencies and teachers are involved and valued as partners in the pupil's education.

Objectives

In order to achieve these purposes, the school organisation will strive to:

1. Ensure that SEND is viewed as a whole school responsibility within the guidance provided in the SEND Code of

Practice 2014

2. Meet the needs of individual pupils through high quality teaching, and the management and deployment of additional resources
3. Provide early identification of pupils with SEND through liaison with relevant agencies and discussions with stakeholders
4. Develop provision maps and plans to support pupils' varying needs
5. Provide interventions, where appropriate, for each pupil with SEND. This will be reviewed regularly to assess the impact on the child's progress and will include the views of all stakeholders

Identification

SEND pupils are identified using The Code of Practice 2014 (pg 84 6.17/6.18)

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making 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

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, as it is a significantly greater difference, in order to make a successful transition to adult life.

Where pupils are identified as making less than expected progress, discussions with parents and pupils will take place and further diagnostic assessments are undertaken when necessary. This will establish whether a pupil has SEND in accordance with the definition noted in the Aims section of this policy.

When reviewing and managing special educational provision, the broad areas of need below may be helpful. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

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

The following are not SEND but may impact on the progress of students

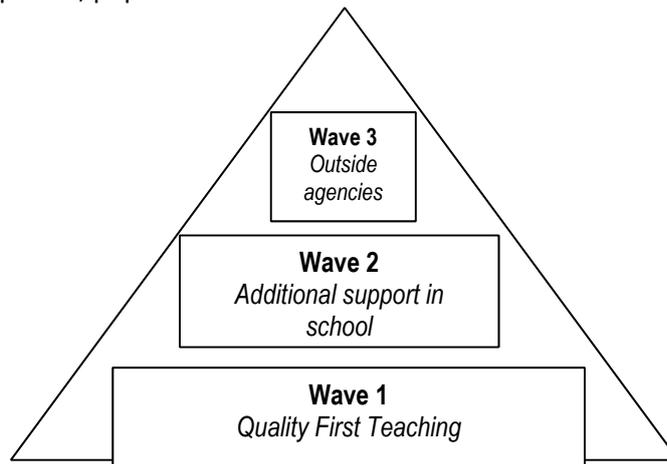
- Disability
- Attendance
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of serviceman/ woman
- Being a child of a travelling community

A graduated approach to SEND

The Code of Practice 2014 (pg89 6.44) states that

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The Code of Practice identifies pupils as having SEND if they do not make at least expected progress once they have had high quality teaching and additional support. Pupils will then be placed on the school's SEND register. As part of the Assess, Plan, Do, Review cycle outcomes and targets will be identified. Strategies, support and interventions will then be discussed with parent, pupil and teacher.



Strategies may include:

- Providing different learning materials, resources or special equipment
- Introducing group/individual support within class.
- Staff training to introduce effective strategies to support particular needs.
- Staff training to develop targeted intervention programmes.
- Consulting specialists to advise on effective provision for these students who despite support continue to have prolonged difficulties.

A pupil profile will be developed for pupils identified as needing SEND support. This will be produced in partnership with pupils, parents, teachers, outside agencies (where appropriate) and will provide an overview of their needs and support.

All pupils on the SEND register will be included on the school's Provision Map. This is an overview of additional support provided for each individual.

Class/ subject teachers will monitor pupils with SEND support as part of their ongoing day to day practice.

The effectiveness of the support and intervention and their impact on the pupils progress will be reviewed on a termly basis by the teacher in consultation with the pupil and parent.

For a small minority of pupils who may have very complex needs, the school or parents may consider requesting an Education Health Care Plan Assessment. (The Code of Practice 2014 Pg 92 6.63)

Accessibility

An appropriate, exciting and accessible learning environment is provided within school, offering a wide range of

opportunities to suit all learning styles. The school building itself, planned mainly on one level, enables easy access for wheelchair users; the school has a lift for access to the main building. There are three disabled toilets available to use on the ground floor in the main entrance foyer, the key stage 2 annexe and the key stage 1 building.

Sensory and/or Physical Needs

SEND Code of Practice (2015):

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Some of the things children and young people with these needs might find difficult are:

- Hearing what others in the classroom or school setting are saying
- Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them
- Moving around without the help of a walking aid or wheelchair
- Using pencils, scissors, knives and forks and other things that we need to use without changes or support
- Taking medication without adults helping them

Types of support we currently offer:

Teachers change what they are teaching and/or the way they are teaching to help the child learn more, with the rest of the class.

We have Teaching Assistants trained in providing physical support to children with physical disabilities, and are able to deliver fine- and gross- motor skills programmes.

For further information, please see our Accessibility Action Plan for details of what we are currently working on within our school.

Roles and responsibilities

SEND Governor Representative

The representative for SEND ensures that the committee are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. It is also their role to challenge the school to ensure that we are providing the very best for all pupils.

Teachers' responsibilities

It is the responsibility of all teachers to deliver high quality teaching allowing access to a broad and balanced curriculum. Teachers will differentiate to enable pupils of different abilities and learning style to fulfil their potential.

There are three principles that are essential to developing a more inclusive curriculum:

- Having high expectations when planning for suitable differentiated learning experiences, regardless of prior attainment.
- Responding to pupils' diverse needs by addressing potential areas of difficulty and to remove barriers to pupil achievement.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned too. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

The SENCO and other professionals will continue to support staff to develop the necessary knowledge, skills and experience to plan suitable support for pupils who encounter learning difficulties.

The Role of the SENCO

The Code of Practice 2014 (pg. 97/98 6.90) states:

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

External Agency in-School Support:

<http://www.bhamcommunity.nhs.uk/patients-public/children-and-young-people/services-parent-portal/school-health-services-school-nursing/>

Complaints Procedure

Refer to school complaints policy.

Parents can access impartial advice from Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) email: sendiass@birmingham.gov.uk tel: 0121 303 5004

Storing and managing information

Student records will be kept according to the ICO guidelines. We aim to scan and store information electronically.

Criteria for Evaluating the Success of the SEND Policy

The success of the policy will be reviewed on an annual basis:

- Students with SEND will be tracked through their time at Paganel Primary School.