

North Cockerington Church of England Primary School

Special Educational Needs Policy

Special Educational Needs Co-ordinator (SENCo): Mrs Imogen Plaskitt

Head Teacher: Mrs Lesley Thornes

SEN Governors: Mrs Jack Stratford- Parker and Mrs Donna Underwood

North Cockerington C of E Primary School is committed to providing an appropriate and high quality education to all children in our care. We believe that all children, including those identified as having special educational needs or disability (SEND), have an entitlement to a broad and balanced curriculum which is accessible to them, and to be fully included in all aspects of school life.

We will endeavour to respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy reflects the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. This policy will be shared with all stakeholders through the North Cockerington C of E Primary School webpages. A printed copy can be provided if necessary.

Aim

At North Cockerington C of E Primary School we aim to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children in our care. Some children may need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

At North Cockerington C of E Primary School we aim to know precisely where all of our children, including those with SEN, are in their learning and development.

We will:

- ensure decisions are informed by the insights of parents and those of the children themselves
- have high expectations for all children, and set stretching targets for them
- track all children's progress towards these goals
- keep under review the additional or different provision that is made for children with additional needs
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

At North Cockerington C of E Primary School teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

North Cockerington C of E Primary School has a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Class teachers, supported by the head teacher and SENCO, make regular assessments of the progress for all pupils. These 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

Broad areas of need

There are four areas of Special Educational Need. 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. At North Cockerington C of E Primary School we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

- Communication and interaction
Children and young people 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.

- 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 wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

Children and young people 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 or physical symptoms 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 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. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The following issues are **NOT** SEN but nevertheless may impact on progress and attainment;

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to child's behaviour will be described as an underlying response to a need which we will endeavour to recognise and identify clearly through our knowledge of the child.

A Graduated Approach to SEN Support

At North Cockerington C of E Primary School teaching staff follow the ASSESS - PLAN - DO - REVIEW cycle to ensure that all children's learning needs are met. Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those pupils who access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The next step is Wave 2 Provision which is highlighted through a class Provision Map. This may include intervention support given in addition to high quality first teaching. Provision Maps are regularly monitored by class teachers as well as the SENCo. Provision given, and the impact it is having upon learning and progress, is closely tracked.

When considering whether to add special educational provision, the class teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes accurate formative assessment.

Where a child is receiving SEN support, we will liaise with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and ourselves. We will meet parents at least three times each year. The views of the pupil will be included in these discussions. This is age and ability dependent, and may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. An Individual Education Plan (IEP) may be written at this point, outlining the need of the child, the support that is to be provided, and by whom. It will also specify a target review date.

For higher levels of need, we have the option to draw on more specialised assessments from external agencies and professionals, such as Specialist Teachers and Educational Psychologists.

Managing Pupils Needs on the SEN Register

Provision Maps are working documents that are constantly used and reviewed by class teachers to inform planning and intervention. Their use is closely monitored by the SENCo. Provision maps are reviewed and updated at least termly, according to the most recent assessments.

Individual Education Plans are working documents that are constantly used and reviewed by class teachers and support staff, to best provide provision for those children in need of further support. Their use is closely monitored by the SENCo. IEPs are reviewed and updated at least termly, according to progression made against the targets set within them. IEP Review Meetings are held termly between the class teacher, parents and the SENCo to ensure that each stakeholder has the opportunity to input. Meetings with parents are vital, and are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Parents will also be directed to further information given in the North Cockerington C of E Primary School's Local Offer, as well as the information, advice and support which can be found in the Lincolnshire Local Authority Local Offer.

An IEP is a working document, which tells all involved parties what needs have been identified, how to remove key barriers to learning effectively, the clear outcomes to be achieved within an agreed time frame, and who is responsible for providing the support. The class teacher is ultimately responsible for maintaining and updating the IEP (however on a day to day basis, this role may be delegated to a member of the support staff who works closely with a given child).

Once various levels of support have been provided for a child, and evidence regarding the child's progress against targets set has been collated, it may be necessary to put further provision into place. In consultation with parents, the class teacher and the SENCo have the option of inviting external agencies into school to provide further support. As a school we have direct access to;

- Educational Psychologists,
- Emotional and Behavioural Support Service,
- Specialist Teaching and Psychology Service,
- Speech and Language Therapy,
- Social and Communication Outreach
- Physiotherapist
- Hearing Support Service

A child will never be seen by a consultant from an outside agency without the prior consent from a parent/carer. The use of specialist services will be monitored by the SENCo. Parents will be given the opportunity to meet the consultant to discuss findings, and will be given a copy of any reports made.

Criteria for Exiting the SEN Register

When it is clear that a child no longer requires SEN support, the class teacher and SENCo will come to a decision to remove the child's name from the SEN Register. The child may still be provided with extra provision highlighted on the school provision map. Parents will be invited into school to discuss the next steps for their child.

If a child is transferring to another school, it is the responsibility of the SENCo and the class teacher to ensure that clear lines of communication between settings are opened, in order to discuss the child's on-going needs, and the support that they have received. We will pass on information in a variety of ways, including;

- The transferal of all formal assessment files and teacher information,
- Verbal discussion of the child's specific needs with new class teacher and/or SENCo.

Supporting Pupils and Families

North Cockerington C of E Primary School is proud of the open door policy that we have with our parents and families. Parents are welcome to make an appointment to speak with their child's class teacher, SENCo, or the head teacher at any time, to discuss their child's needs.

External support for families with children with SEN can be found in the LA local offer at <http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/> (Regulation 53, Part 4)

The admission arrangements for North Cockerington C of E Primary School can be found in our Admissions Policy, in the policy pages of our website <http://north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Transition between classes is smooth and consistent throughout the school. Classes spend 3 afternoon sessions with their new class teacher at the end of the summer term. Teaching staff discuss the cohort in detail and pass on relevant documentation including; IEPs, current Provision Maps and Pastoral Information. If the class teacher or the SENCo feels that transition is an issue for a certain child, additional sessions may be arranged, including meetings to give the parents the opportunity to meet the new class teacher before the academic year begins.

All of the local secondary schools work closely with us to help us to provide all of our children with a smooth transition between settings. This may be done in a variety of ways, including:

- Year 6 children going to spend exciting taster days at the school,
- Secondary school teaching staff coming in to our school to meet children
- Staff from both settings closely discussing the needs and strengths of the cohort in readiness for the move,
- Transfer of information and assessment files.

In cases where a child may have greater needs regarding transition, additional support will be provided according to the needs of the child. This may include;

- Additional taster days at the secondary school,
- Parental involvement in 'Transition Meetings' between North Cockerington C of E Primary School staff and the staff of the secondary school.

Children who may have difficulties accessing SATS, will be discussed with the class teacher, Head Teacher and SENCo. The school will follow the guidelines and timetable for access arrangements on the DFE website. The support children will receive during internal assessments is decided by the class teacher, head teacher and SENCo.

Supporting Pupils at School with Medical Conditions

The arrangements for supporting children with medical conditions at North Cockerington C of E Primary School can be found in our Supporting Children with Medical Conditions Policy, in the policy pages of our website <http://north.cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

North Cockerington C of E Primary 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 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).

Monitoring and Evaluation of SEN

The monitoring of provision and SEN practice is the responsibility of the SENCo and the Head teacher. Planning and teaching is monitored closely through planning and book trawls, and teaching observation. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Parents of children with SEN are invited to state their views at review meetings. The views of children with statements or Education and Health Plans have their views canvassed before annual review meetings.

The SEN Governors regularly meets with the SENCo for SEN updates.

Training and Resources

The training needs of staff are identified and planned by the Head Teacher in conjunction with the staff of the school, and with reference to the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCo regularly attends the Local Authority SENCo network meetings in order to keep up to date with local and national updates in SEND. The SENCo is a member of NASEN (National Association of Special Educational Needs).

SEN is funded through the SEN element of the budget, as well as the whole school budget.

Roles and Responsibilities

The role of the SEN Governor is:

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the new Code of Practice

The Designated Teacher with specific Safeguarding responsibility is Mrs Imogen Plaskitt. The member of staff responsible for managing Looked After Child (LAC) funding and Pupil Premium (PPG) funding is Mrs Lesley Thornes. The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Lesley Thornes.

Storing and Managing Information

Documents and confidential information is stored in a locked filing cabinet. The administrator has a key. This is in line with the school policy on Information Management and our confidentiality policy.

Reviewing this Policy

This policy will be reviewed annually, in line with NASEN guidelines.

Accessibility

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, have placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- As a school, we are required to produce accessibility plans and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Access to the physical environment in part of the school has been adapted to cater for children and adults with mobility issues.
- At North Cockerington C of E Primary School we ensure that all children and parents have equal access to all written documentation. Most documents are available through the school website for personal downloading and adapting for preference, and paper copies are always available from the school office. We offer the service of enlarging documents or copying onto coloured paper if requested. We will sensitively offer a reading service to families if we feel that adult literacy in the home is an issue.
- Parents and carers can contact key staff in several ways;

School office telephone	01507 327258
School office email address	enquiries@north.cockerington.lincs.sch.uk

- The first point of contact for a parent, should always be with the child's class teacher. Class teachers are often available before or at the end of the school day, by appointment.

Dealing with Complaints

The arrangements for making a complaint regarding SEN can be found in our Complaints Policy, in the policy pages of our website <http://www.north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Bullying

Bullying is taken very seriously at North Cockerington C of E Primary School. The schools stance on bullying can be found in our Behaviour Policy, in the policy pages of our website <http://north-cockerington.lincs.sch.uk/> Alternatively, paper copies can be obtained from the school office.

Appendices

Please find a copy of the North Cockerington C of E Primary School SEN Information Report, 2015 and North Cockerington C of E Primary School's Local Offer on our webpages at <http://north-cockerington.lincs.sch.uk/>

Appendix 1: North Cockerington C of E Primary School Local Offer.

Appendix 2: North Cockerington C of E Primary School SEN Information Report, 2015

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 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 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

